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ABSTRACT

A study was conducted at Holy Family College (Pennsylvania) to assist in the development of an internship program, making practical and relevant use of the French language, as the capstone of a new degree program in Business-French. The study involved a survey of 160 local corporations with subsidiaries in France or French-speaking countries, government agencies, and service organizations for foreign visitors or students. A questionnaire was developed to gather information on the companies' current or projected need for bilingual employees, functional areas of employment, French language proficiency and areas of skills desired, and interest in offering training and supervision for student interns. Survey findings, based on responses from 113 firms, included the following: (1) approximately half of the respondents indicated a current as well as projected need for bilingual employees (French/English) with academic preparation in business administration; (2) the functional areas of business in which bilingual employees were generally utilized were marketing, secretarial/clerical, administrative services, and finance; (3) government agencies most frequently used bilingual employees in the laws and regulations department, while service agencies indicated that their greatest needs were in secretarial/clerical work, escorting foreign visitors, and providing housing services for foreign students; (4) the language proficiency level most desired by the respondents was "professional"; (5) employees were most likely to use their language skills in translating letters and documents, reading technical documents, and interpreting spoken language; and (6) 57 of the firms were willing to offer support services for a beginning internship program. Given support from the business community and the college administration, further steps were taken in the development of the internship program. The study report includes a literature review on internship programs, foreign language teaching, and language skill job qualifications, along with an extensive bibliography and the survey instrument. (EJV)

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THE DESIGN, IMPLEMENTATION AND EVALUATION PLAN OF AN INTERNSHIP PROGRAM IN BUSINESS-FRENCH AT HOLY FAMILY COLLEGE

by

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ABSTRACT

THE DESIGN, IMPLEMENTATION AND EVALUATION PLAN
OF AN INTERNSHIP PROGRAM IN BUSINESS-FRENCH
AT HOLY FAMILY COLLEGE

by

Sister M. Frances Veitz CSFN, Ed.D

The purpose of this study was to design, implement and provide a plan for the evaluation of an internship program which gives direction to the practical and relevant use of the French language as the capstone of a new degree program in Business-French.

The methodology included a survey of corporations which have subsidiaries in France or francophone countries, government agencies and service organizations for foreign visitors or students. A questionnaire was developed to identify their foreign language needs (specifically in French), as well as to determine if they were willing to act as a cooperating employer by offering training and supervision for student interns.

There were one hundred and sixty firms located within the Delaware Valley and one hundred and thirteen questionnaires were returned representing 76.4 percent of the total population. Approximately half of the respondents indicated a current as well as projected need for bilingual employees (French/English) who have academic preparation in business administration. The functional areas of business in which bilingual employees are generally utilized were marketing, secretarial/clerical, administrative services and finance. Government agencies most frequently use bilingual employees in the Laws and Regulations Department, while service organizations indicated their greatest needs were in secretarial/clerical, escorting foreign visitors and housing for foreign students.

The language proficiency level most desired by international firms, govern-

ment agencies or service organizations as defined by the Foreign Service Institute was "professional." Employees were most likely to use their skills in the French language by translating letters and documents, reading technical documents and interpreting the spoken language, and preparation in business administration was considered very important. The majority of the respondents, however, considered language certification examinations only "somewhat important."

The development of an internship program with international corporations, government agencies or service organizations appeared to be feasible since the Administration agreed to hire three part-time faculty members for observation of student interns off-campus. Permission to apply for a federal grant available for Undergraduate International Studies and Foreign Language Programs under Title VI of the Higher Education Act was also granted. Results of the survey indicated fifty-seven firms were willing to offer support services necessary to begin an internship program and ten students were eligible to be placed, thus making the program cost-effective.

Criteria concerning requirements for entrance and participation in the internship program were then established by the Coordinator of the Internship Program in collaboration with the Director of Career Placement and faculty members who already have some type of internship or practicum program in their department. Faculty members from the Business Administration, Economics and Modern Language Departments were then selected to conduct on-site visitations as well as follow-up seminars on campus.

In conclusion, this study revealed that cooperating employers are willing to support this experiential learning component and were pleased with the students they received from Holy Family College, which was indicated by their evaluations.

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CHAPTER I

INTRODUCTION

At a time when distances between countries have been shortened by jet travel,and the interdependence of the nations of the world becomes more and more apparent, the study of foreign languages should be of special interest to three groups: the United States Government, because of its diplomatic and economic obligations in maintaining and improving its international relationships and reputation as a global power; academic administrators because of their leadership role in education and instructional matters; and foreign language teachers, because of their need for security and survival in the declining job market (Shoup, 1982). Many colleges and universities in the United States, however, have chosen to drop the foreign language requirement for graduation in an age of flourishing international trade and world exchange of ideas about scientific developments, military limitations, and innumerable economic and social problems facing society today (Jarvis, 1975)

Inevitably, from generation to generation, the specifications for a well-trained foreign language major change. Today, as Boards of Trustees are confronted with the threat of federal budget cuts, and the job market for teachers wanes, it is extremely important that alternative programs for foreign language majors be investigated (Healy, 1979). The motivation for advocating a foreign language requirment, however, must not come from the need to preserve teaching positions, but from the conviction that a society, for its own survival and propagation, needs to share a base of common insights, skills and values.

"The United States can be characterized as the home of the brave, and the land of the monolingual" (Hayden, 1979:94). Because of the neglect of the study of foreign languages in America, Jimmy Carter, the President of

the United States in 1978, appointed a task force to recommend ways to strengthen and improve foreign language and international studies (Perkins, 1979).

Statement of the Problem

Unlike other institutions of higher education, several small, private liberal arts colleges have chosen to retain the foreign language requirement, and Holy Family College is among them. Having experienced a decline in majors and minors, the Modern Language Department revised its curriculum with the cooperation of the Business Administration and Economics Departments. With the approval of the Curriculum Committee and the Board of Trustees in 1978, a curriculum for a new degree in International Business as well as a Business-French degree was developed, and implementation took place during the course of the next three years. The marketability of skills acquired by graduates who have had the opportunity to pursue such new courses as International Business, International Economics, Business-French, Interpreting and Translating, has been encouraging because of jobs recent alumni have found.

However, the most important component of this new curriculum still remained to be developed. In order to broaden the scope of the new program, as well as the opportunities for graduates, the Modern Language Department, Curriculum Committee and Board of Trustees agreed to support the development of an internship program for the French major pursuing the new Business-French degree with a related area in either Accounting, Management/Marketing or Management Information Systems.

Background and Significance

A survey of the market for foreign language competency in the Delaware Valley (See Appendix B), was first begun at Holy Family College in 1977, prior to the approval of the new degrees in International Business and Business-French.

That study demonstrated that there was significant value for students seeking employment which included the use of the French language in a career-related curriculum (Veitz, 1980:23). The results of this study were significant to Holy Family College in general, and to the Modern Language Department in particular. First, the findings were financially significant to the College since tuition is the main source of revenue and the new programs have attracted more students. Second, students who are interested in pursuing a degree in International Business must also take courses in French as well as the Business-French majors, therefore, the French Department has also benefited by increasing the number of students in its department. Finally, the study showed that a greater proportion of students who followed the Business-French program rather than the traditional study of French literature or French with a related area in education, have secured employment because the study of French has been made relevant (Veitz, 1980:24). Moreover, graduates who have benefited from taking some of the career-oriented courses offered by the French Department when they were seniors, have been more willing than in past years to return as guest lecturers, thereby encouraging present majors and thus assisting members of the department with student retention.

In addition, results from follow-up questionnaires sent to alumni as well as final recommendations of the President's Commission on International and Foreign Language Studies gave added support for this study. Alumni agreed that a majority of the interviews they experienced prior to employment included the question of previous work experience; most employers would have hired sooner if graduates had had some type of experiential learning component on their transcript (Veitz, 1980:25). Three of the most important recommendations of the President's Commission on International and Foreign

Language Studies gave added support for this study. Alumni agreed that a majority of the interviews they experienced prior to employment included the question of previous work experience; most employers would have hired sooner if graduates had had some type of experiential learning component on their transcript (Veitz, 1980:25). Three of the most important recommendations of the President's Commission on International and Foreign Language Studies which also led to the need for this study are as follows: (1) One of the greatest needs is to assist Americans in preparing for the culture shock of overseas assignments; (2) English is no longer secure as the predominant language of international trade and diplomacy as it once was; (3) Students need some form of work experience on the domestic level to supplement academic endeavors in school before they can be sent on an overseas assignment (Shane, 1979:383).

The International Business major at Holy Family College now requires 138 credits: 48 from the Business Administration and Economics Departments (including International Business and International Economics), and 34 from the Modern Language Department (including Advanced French Conversation and Grammar, French Civilization, Business-French, Introduction to Interpreting and Translating). The remaining credits are taken in required and elective courses. The above description may also be reversed, and the Business-French major may take 48 credits from the Modern Language Department and 34 from the Business Administration and Economics Departments. For the purposes of this study, an internship program was developed for use with the French language since it appears to be the most important language for international trade in this area due to the fact that France is a member of the Common Market. The program may, however, be adapted to any of the other foreign languages taught at the College, namely, German, Italian and Spanish. Presently, Nursing is the largest area of concentration at the College, while Business Administration runs

a close second. Moreover, competency in English and a minimum of two other foreign languages (one of which must be French), is a requirement for such occupations, for example, as a tour guide working at the United Nations (Wilhem, 1981). The United Nations' counterpart, furthermore, is located in Geneva, Switzerland, where the official language is French.

Ideally, an internship program is a structured learning situation wherein a student applies concepts learned in a classroom to the realities of an on-the-job situation (Palmer, 1978-79). The primary purpose of an internship program should be to provide an educationally sound program for the development of human, social, and economic resources through field based student work experiences (Wendel, Henry and Gilbertson, 1980). This type of education provides interns with practical training and experience in a variety of real life work settings through cooperatively arranged work-academic programs, operated under the guidance and supervision of participating employers, college faculty members and the directors of the program (Jensen, 1980).

Considerable U.S. resources are expended each year for foreign language training both for U.S. nationals (specifically native speakers of English) going abroad and for U.S. national company employees around the world on translating and interpreting requirements (Schultz, 1977). Therefore, the role of language and communication in international business cannot be overlooked, for in most communicative interchanges, some individuals are operating in a language which is not native to them (Breslin, 1979). The implications of this situation on the operating and planning policies of both the international corporation as well as the liberal arts institution are profound, even though the language issue and the idea of an internship program have all too often been ignored. Because of this, a viable internship program should exist for undergraduate students so that they can use their abilities and talents, in-

crease their self-confidence and self-esteem, and demonstrate their flexibility and adaptability in a work setting. An important side benefit for the academic institution involved is the immediate feedback on curricular relevance to the current and rapidly changing business world (Rabino and Lazarus, 1980).

The rationale behind the entire curriculum described earlier, as well as the need for an internship model involving a foreign language component, arose from a study of the related literature as well as the declining number of majors in the Modern Language Department. Recent trade deficits, inflation, reduced productivity and a suspected diminution of innovative capacity have all helped to create an environment in the United States favorable to a renewed focus in international business in general, and export promotion in particular (Watkins, 1981). While challenging careers in the international arena are available, they require expertise in political affairs, development technology, foreign languages and economics; a willingness to rise to unforeseen challenges; and above all, commitment (Rutschi, 1980).

In response to a continuously growing need for academically sound experiential educational opportunities, it was the purpose of this study to design, implement and provide an evaluation plan for an internship program which combines skills and theories from the classroom with appropriate experience in the field. Students who have successfully completed internship programs in other disciplines have returned to their campuses with meaningful new knowledge, enhanced skills in the interpretation of evidence, and more clearly focused interests (Watkis, 1981:3). This study then, has concentrated on providing opportunities for the Business-French major at Holy Family College to gain skills and insights that could not be found by simply reading books, listening to lectures, or working in the language laboratory. The necessary steps taken in order to develop the program have been described

in the methodology section of this study.

Major Objectives and Research Questions

To facilitate achieving the purpose of this study, the following objectives along with the research questions necessary to fulfill them were formulated:

1. Objective: To identify the foreign language needs (specifically in French) of area firms which engage in business with France or other francophone countries or territories, government agencies, organizations for foreign visitors, or any other type of firm which requires foreign language competency as part of the job.

a. Research Questions:

(1) Do firms presently involved in international business have a current or projected need for bilingual employees (French/English) who have academic preparation in business administration?

(2) In what functional areas of business are bilingual employees generally utilized, for example: Administrative services, Marketing, Finance, Accounting, Shipping and transportation, Data processing, Plant operations, Personnel, Research and development, Laws and regulations, Management trainee, Secretarial/Clerical, Supervisory management, Staff specialist?

(3) In what areas of government and international organizations are bilingual employees generally utilized; for example: Department of State, Agency for International Development (AID), United States Information Agency (USIA), ACTION, Peace Corps, VISTA, Department of Agriculture, Department of Commerce, Department of Defense, Central Intelligence Agency (CIA), Department of Health, Education and Welfare, Department of Justice, Department of Labor, Department of the Treasury, Library of Congress? This question would also be addressed to local government offices with bilingual programs and in

which might work such groups as social workers, counselors, home economists, or education specialists. International organizations would include the United Nations, Organization of American States (OAS), World Bank and International Monetary Fund, and the Inter-American Development Bank (IDB).

(4) In what areas of travel and tourism are bilingual employees generally utilized, for example: hotels and motels, transportation companies, tour operators and leaders, travel agencies

(5) What is the language proficiency level desired by international firms, government agencies or other organizations which utilize bilingual employees with regard to the four basic skills of foreign language learning, namely: reading, writing, speaking and listening.

(6) How are employees most likely to use the four basic skills of the French language and which of the following proficiencies are most needed:

(a) translate letters and documents (French to English; English to French);

(b) read technical documents;

(c) interpret the French language;

(d) handle telephone-telex communications;

(e) converse with representatives from France or francophone countries or territories;

(f) verbal interaction with French-speaking clients or visitors.

(7) To what extent is preparation in business administration important as part of a bilingual employee's job?

(8) Does the employing community recognize as important, the attainment of official language certification? (For example: certification

in French by the American Translators Association, or other certifying agency; the official certification examination in Business-French: the Diplôme Supérieur de Français des Affaires).

2. Objective: To determine the feasibility of developing an internship program with international corporations, government agencies, organizations for foreign visitors or any other type of firm which requires foreign language competency in French as part of the job.

a. Research questions:

(1) What will the initial start-up cost be and can the College afford it?

(2) If not, will the proposed program meet the funding criteria of the federal government for grants now available for Undergraduate International Studies and Foreign Language Programs under Title VI of the Higher Education Act?

(3) How many American subsidiaries and affiliates of French firms located in the Delaware Valley (See Appendix B) would be willing to offer the support services necessary to begin an internship program?

(4) As a direct consequence of the previous question, how many students would be able to be placed in an internship program?

(5) What is the minimum number of students that would have to be enrolled in order to make the program feasible, that is, cost-effective?

(6) Who are the faculty members to be involved in the internship program and are they willing to monitor students?

(7) Do these faculty members have the necessary expertise to conduct on-site visitations as well as follow-up seminars?

(8) How often should faculty members visit the intern and is there a reduction in teaching load or additional compensation?

3. Objective: To establish criteria for the design and implementation of the internship program.

a. Research questions:

(1) What should be the minimal requirements for entrance into the internship program?

(2) How should the coordinator of the internship program ensure that the student understands the educational objectives of the program, desires to participate, and is motivated to represent the College favorably?

(3) Should the internship be full or part-time and how long should it last?

(4) Should students be permitted to take courses while simultaneously involved in the intern experience?

(5) At what particular point in the student's educational experience should the internship take place?

(6) Should academic credit be awarded for this experiential work?

(7) Should the undergraduate pay tuition while participating in the internship program?

(8) If the student has some type of financial aid, is this affected during the internship?

(9) Should the cooperating employer offer a stipend to the intern?

(10) Who should evaluate the student and how should assessment take place?

(11) What areas should be covered and what means are to be used in evaluating the intern?

(12) Should on-campus seminars be conducted for the interns? If so, what is their purpose?

(13) Is the employer willing to expend the necessary resources

to help train the intern?

(14) Who should establish contact with a prospective cooperating employer and explain the academic nature of the internship and its expectations of the student?

(15) How should the placement process take place?

(16) What should be the role of the cooperating employer?

(17) What experiences should occur during the field supervision process?

4. Objective: To develop a plan for the evaluation of the internship program.

a. Research questions:

(1) Is the internship program accomplishing its goals?

(2) Are the stated goals the actual goals on which the program is operating, and if so, are they appropriate?

(3) Has provision been made for restating, adjusting, abandoning or adding to the list of formal program goals?

(4) Should the evaluation plan serve in a formative or summative way, or both?

(5) Should the evaluation plan provide for commentary on the relative appropriateness of various goals in the context of the program's success or failure in reaching them?

(6) Has evidence been made available about the kinds of behavior implied by each of the major educational objectives?

(7) What are the areas of the program where critical problems might arise?

(8) Are there any valid complaints to the College from students and/or employers during the internship period?

(9) What are the perceptions of student participants regarding

strengths and weaknesses of the internship program?

(10) What are the perceptions of employers regarding strengths and weaknesses of the internship program?

(11) What are the perceptions of faculty members regarding strengths and weaknesses of the internship program?

(12) What is the supervisor's estimation of the following: time required to supervise, cost, and productivity levels of interns versus other employees?

(13) What is the feedback from students on the following: general satisfaction with program; value of learning; willingness to work for this international corporation, government agency or other organization if positions are made available?

(14) How many interns have become certified in French or Business-French?

(15) What are the actual positions which have been offered to interns?

Definitions of Terms

The following definitions of terms are provided for purposes of this study:

(1) Competence - the ability to exhibit the level of performance that is requisite to the successful attainment of a particular objective. Foreign language competence is a testing procedure used by the Foreign Service Institute; this institute provides training for federal employees engaged in foreign affairs activities and for members of their families. The testing procedures measure an individual's proficiency in a specified language. The aptitude test is not an absolute indicator of ability in all languages; however, it does show general abilities to learn other languages.

2. Fortune 500 - a list of the 500 largest United States Industrial Corporations ranked by sales, and published annually in Fortune magazine.

3. Francophone - a country or territory in which the official language used in business transactions, taught in the schools or used by a majority of the inhabitants is French, e.g., Canada, Switzerland, Belgium, South African, Haiti, Martinique, Louisiana, etc.

4. Internship - a program whose purpose is to provide an educationally sound program for the development of human, social, and economic resources through field-based student work experiences. Such a program provides students (interns) with practical training and experience in a variety of real life work settings through cooperatively arranged academic-work programs, operated under the guidance and supervision of participating employers, college faculty members, and the directors of the programs. If well-designed, internship programs serve the needs of cooperating employers, while providing interns with practical experience and increased job skills; simultaneously, such programs reinforce technical knowledge acquired by students through college coursework.

6. Multinational Corporations - corporations in the United States who either export their product to foreign countries and/or import goods from other countries.

7. Subsidiaries - American multinational corporations which have offices or headquarters located in foreign countries or foreign corporations which have offices or headquarters located in the United States.

Assumptions and Limitations

For the purposes of this study, the following assumptions and limitations have been observed:

Assumptions: 1. Implementation of the internship model was anticipated

for the fall semester of 1982, when present Business-French majors completed required course work. However, since the inception of this project, several transfer students (who have studied both in the United States and abroad), have enrolled in either the International Business (French) or Business-French program. After reviewing their course work and having taken both the proficiency as well as challenge examinations, it was decided by the Academic Dean as well as those faculty members responsible for the development of the internship program, that they were indeed ready for placement. Thus, while they may not have had the complete benefit of a fully-developed program as outlined in the methodology section of this study, nevertheless, it is assumed that they have gained the benefits described in the conclusions of this study. It is also assumed that this intial implementation will assist in the overall program evaluation.

2. This study has provided for the design and implementation of an internship program for Business-French, but since evaluation is an on-going process, the latter is limited to a plan only because of time constraints. It is assumed, however, that both formative and summative evaluation will take place once the program has gone through its initial stages.

Limitations: 1. Since international corporations often relocate, there could be no guarantee that companies presently listed in World Trade Journals, Import-Export catalogs, sources from Chambers of Commerce, Fortune 500, and other such documents that have been reviewed in the literature search would be available for an interview, thus limiting the study to those coporations presently functioning in the Delaware Valley area.

2. If a sufficient number of international coprorations, government agencies or foreign-language related organizations is not found for the implementation of the internship program during the College's regular academic year,

then summer or winter vacation periods may have to be utilized. This may affect the validity of the study since full-time faculty members are not always available for advising, observation, etc. during these periods.

3. This study was limited to the French language, since a curriculum had already been designed, approved and implemented with the cooperation of the Business Administration and Economics Departments as well as the Modern Language Department. It can, however, be used in conjunction with other foreign languages taught at Holy Family College, namely, German, Italian, Polish and Spanish, once a curriculum is designed in each particular language.

CHAPTER II

REVIEW OF THE LITERATURE

History, Importance and General Characteristics of Internship Programs

In 1906, The University of Cincinnati introduced what is generally regarded as the first cooperative education program in the United States; it provided engineering students an opportunity to alternate periods of work and study. Three years later, a similar program was launched at Northeastern University in Boston, which now has the largest cooperative program in the country (Wooldrige, 1975:10).

Internship programs provide practical training that can be related to students' majors and long-term career objectives as well as opportunities to test out career fields. They add a dimension of life experience to the general education of students, and oftentimes (depending upon the policy of the institution or cooperating employer), afford students an opportunity to earn money for the partial support of their education. While academic traditions need not be totally abandoned, the flexibility to include alternative learning experiences which serve to meet the career as well as educational needs of students should be present (Bourgoin, 1978).

Off-campus experiential education currently constitutes a significant element of the American educational system. Experiential learning programs can offer college students the opportunity to broaden their outlook and experience while earning academic credit (Watkins, 1981). Internship programs, which form the core of the off-campus experiential education movement, encourage the integration of knowledge across disciplinary boundaries. At the same time, such programs have respected and enhanced the commitment of the academic insti-

tution to instill scholarly values in its students (Johnson, 1980).

Cooperative education programs have rapidly increased during the 1970s and thus have also become known under different names such as a practicum or internship, for example (Brooks, 1979). A survey of the literature demonstrates that the way in which "co-op differs from internships and practica may not always be clear" (Brown, 1978:5), however, the internship designed in this study should not be confused with causal or nonprogrammatic part-time employment. According to Tyler (1978), in general, cooperative education entails several work periods; internships and practica require only a single period. Co-op work is usaully paid employment, but internships and practica are either voluntary or provide only small stipends. On the other hand, Richard Burns (1970) is not at all in agreement with Tyler's explanation that co-op is available to students in several different academic programs and is administered through a central department, whereas internships and practica are found principally in the human services, nursing education, and accounting according to Tyler (1978:4). These distinctions, therefore, are clearly not absolute; in many instances they are blurred and differentiation is arbitrary. It has even been suggested that there may be as many variations of internships, practica and co-op programs as there are colleges and universities across the United States which include them in the curriculum (Wilson, 1978b). These issues of program implementation are, however, germane to the concept of the internship program designed in this study which rests on the nature of the educational process (Worthington, 1980).

The National Commission on Research has encouraged cooperative research arrangements between universities and industry. Judging the benefits to outweigh the dangers, the commission called for increased university-industry cooperation to strengthen research, encourage innovation, and provide better products for the public (Magarrell, 1980).

Foreign Language and International Business

Since a review of the literature has demonstrated the general characteristics which internships should provide, an internship design, combining Business and French should help students identify problems which may exist in communication and cultural understanding between employees and French-speaking businessmen or perhaps tourists; inter-related social, cultural and economic factors that directly or indirectly influence French or francophone families may also arise (Berryman, 1979). Moreover, an internship program designed to meet the needs of American college students who have expressed the need for more relevant French courses has become more urgent than in recent years. Investment in the United States by French corporations has greatly increased as well as the rapidly expanding trade between the United States and French-speaking countries (Bénouis, 1982:iii).

The importance of language and cultural training and orientation for Americans embarking on overseas assignments has been recognized for some time by international publications and journals (Kolde, 1974). The primary criterion, however, is technical ability, followed by the ability to adapt to a new enviornment and previous overseas experience (Inman, 1978).

Wilkens and Arnett (1976:7f), however, found that in most instances, employees must have technical training and proven success in domestic operations before managment will consider sending them abroad. It is because of such statements as the latter, that this study sought to design an internship program, that when implemented, would provide these domestic experiences.

In a survey of selected businesses in the Washington D.C. area, 72 percent of the resondents indicated that their customers use foreign languages; while only 35 percent felt that applicants with foreign language skills are preferable

(Ervin, 1981). The results of a similar survey done in Pennsylvania demonstrated that although it is not always a condition of employment, 85 percent of the positive respondents do currently have employees with proficiency in languages other than English (Laverty, 1980).

In 1978, President Carter established a panel of experts to examine our nation's needs in the foreign language and international education fields. That panel was created in response to a growing awareness that our country's businessmen and diplomats were increasingly lacking in skills needed for interaction with other nations (Perkins, 1979). Moreover, this lack of experience in the languages and cultures of the world appeared to extend throughout the United States, threatening to result in a public uneducated in the manners and customs with which we will increasingly be interacting in the years ahead. (Panetta, 1981:1).

Internship Program Assistance

The Ford Foundation recently donated $64,000 to the Washington Center for Learning Alternatives (WCLA) to fund programs with internship components, particularly for international studies (Burke, 1981). WCLA is an independent, non-profit educational organization which provides comprehensive learning opportunities for students from colleges and universities throughout the United States. It also assists instructors, supervisors and evaluators of internship programs to place their own students within traveling distance of their college or university during the academic year; moreover, it provides assistance if the internship program is off-campus during summers, interim sessions such as winter and spring vacation periods, as well as for a full academic year (Gannon, 1981).

A project is underway to increase the participation of students of International Business in an internship program sponsored by the Washington Center for Learning Alternatives (Patch, 1981:3). While business and foreign language students have participated in the program in previous terms, grants from the Atlantic Richfield Foundation and the Monsanto Fund now allow WCLA to expand opportunities for internships in the fields of marketing, finance, accounting, government/public affairs, administration, management, data processing and foreign languages (Patch, 1981:4).

The Life Experience Internship Program (LEIP), is an educational program that provides college and university students with a chance to learn about state government. Individuals are placed in private business associations, state government and state-related agencies. Students are matched according to their major and career goals (Miller, 1982:4). LEIP places interns in Harrisburg, Pittsburgh, Philadelphia, and other specified areas of Pennsylvania. Students are awarded college credit determined by the respective school, and most agencies pay the intern $110.00 per week to help defray their living expenses. In addition, LEIP provides the students with a number of services including housing and transportation information (if needed), weekly academic assessment seminars, a first day orientation program, visits to their work sites, career counseling, optional tours, and social events (Pennsylvania Association of Colleges and Universities, 1982:2).

Foreign Languages, Work Experience and Overseas Assignments

If it is hard to communicate effectively in an organization where everyone has the same mother tongue, the problem is greatly magnified when there are two or more very different languages and cultures gathered under the same

corporate roof (Altschull, 1980:F3). Whether management skills and technologies are being transferred or simple instructions are being given to a different nationality subordinate, the barriers to mutual understanding are formidable. Therefore, if communications are to be improved, the blocks and barriers to a free flow have to be isolated and consciously attacked.

The most obvious barrier, of course, is language, which brings up an equally obvious question: Why do companies send their representatives to a foreign country without even a smattering of the local language? Of all the qualifications the manager abroad needs to be successful, language training is often the most important (Allen, 1976:1). With the ability to communicate in the host country's tongue, adaptation to the culture is much easier; the subtleties of word meanings are more easily grasped; and the manager can transmit his messages with greater clarity. Thus, even greater reason why students need domestic experience first in dealing with international corporations on the undergraduate level since the majority of graduate programs in international business include an overseas internship program in the host country (Berry, 1982). However, relying on a few years of high school or college French or Spanish might allow a manger to scrape by in France or South America. His beginner's proficiency, however, would be meaningless in a business conference where English was not spoken.

Increasingly, international service organizations place emphatic stress upon language. The Foreign Service Institute of the U.S. Department of State individualizes instruction in dozens of languages, and its testing program provides a form of measurement that encourages individual study and progress (Calvert, 1979:140). Moreover, business firms are slowly recognizing the importance of language for even top executives overseas. No longer can one

simply hire a good interpreter. Lacking the language, the executive must rely upon another person's capacity to use it, the telephone becomes obsolete as a business tool (Wang, 1982:4)

From its very beginning, the Peace Corps placed great emphasis on language, but reports from the first volunteers indicated that this was not enough. The result was the requirement that 300 hours of language must be included in all training programs. This is the equivalent of devoting an entire term to study of a single language (Lusterman and Gorlin, 1980:140).

Work experience including the use of foreign languages is difficult to obtain for persons with less than a bachelor's degree. A number of organizations, however, have sprung up designed to take advantage of the great American interest in summer jobs or internships (Manley, 1981:18). Summer job or internship leads might come through direct contact with hotel associations, government employment services, or other central contact points. Another available source to help undergraduate students in their quest for experiential learning and more information about other cultures, is represented by more than 200,000 foreign students enrolled on American campuses (Freyer, 1975). Quite often these students have been neglected and their differences blown up in such a fashion as to reduce the amount of interaction. Foreign students probably represent the greatest untapped resource of college campuses.

Some things have been done to involve foreign students, however. At the University of Minnesota, the University of Illinois, and Marquette University (to mention a few), pilot programs sponsored by the National Student Association have attempted to involve foreign students in an educationally meaningful exchange. At Kansas State University, an "International Talkers Corner" is a feature of the Annual International Week. Here, as well as the International House of Philadelphia, located within walking distance of Drexel

University and the University of Pennsylvania, interested American students and foreign students discuss topics of mutual concern (Jarvis, 1974:71).

Inman (1977) found that both international personnel managers and expatriates themselves rated language training as the highest priority for an overseas assignment. Adams and Stephens (1970), in a study of American business executives offering internships for Europe and Latin America, found that 18 percent of the total "top personnel" surveyed had received no training or preparation themselves for their foreign assignment; 16 percent had received technical training, 34 percent language training only, and 23 percent language along with some type of social and cultural training.

Howard (1974:254), in his study of compensation given overseas personnel, reports that a majority of the responding multinational companies had a language allowance for overseas personnel; and only 8 percent of the companies surveyed in the Languages for the World of Work study (LWOW) did not give a language training allowance (Wilkens and Arnett, 1976:5-32). Bloustein (1981) also found that language instruction was given the most emphasis of all pre-assignment training components. Brock (1982:ii) recognizes the importance of studying the host country language and in addition wisely cautions that "learning language without its accompanying cultural baggage is risky..."

Government and Foreign Languages

The Federal Government is the largest employer of Americans with foreign language skills, both in the United States and abroad (National Society for Internships and Experiential Education, 1979). Some agencies and departments have established "language essential" positions, but only about half are satisfactorily filled. This means greater opportunities for government employees with strong language capabilities (Navari, 1980:19)

One out of every six employed Americans is a civil servant, working for federal, state, or local government (Philips, 1980:50). They hold a vast range of positions, from those unique to government (postal worker, police officer) to nearly every kind of job found in the private sector (doctor, accountant, teacher). In addition, many Americans are employed by international organizations of which the United States is a member, in professional as well as secretarial and clerical fields. As in business and industry, language is most likely to be used as a supplement to other skills, except in language specialist positions such as translator and interpreter (Clark, 1981:320).

Candidates for a specific job must obtain the announcement for that position, take the appropriate examination, and wait to be called. The announcement describes the position and requisite qualifications and tells the time and place of the examination. Selection is made from a list, on the basis of examination scores. Positions may call for research ability, a journalism or communications background, scientific and technical training, analytical or statistical skills, or knowledge of foreign affairs as well as foreign languages (Robey, 1978).

The Department of State, for example has stated that in the field of foreign affairs, it is placing increased emphasis on the language capability of its Foreign Service Officers. The expert in almost any field who has mastered a foreign language will have a decided advantage over similarly trained experts who lack this ability. According to William Copin (1977), however, only 57 percent of the positions for which languages are essential are adequately filled.

Foreign Languages and Service Organizations

As the number of foreign visitors to the United States continues to rise each year, industries connected with travel and tourism are increasingly

feeling the need for personnel with foreign language skills. In 1979, over twenty-five million travelers from abroad visited this country, up from five million in 1974, and the rising trend is expected to continue (Cranbert, 1980: 42). While the value of the dollar continues to fluctuate, the reasons for this growth are many: lower fares, widespread popularity of package tours combining air travel, accomodations and sight-seeing excursions at a cost well within the reach of even less affluent foreigners. However, language has been pointed out as a problem in selling travel in the United States. Foreign tourists need help and services in their own language, and understandably will not return if they are seriously inconvenienced by a lack of such services (Karp, 1980:7).

The hospitality industries, such as hotels and motels, resorts, sightseeing companies and restaurants, fall short of providing adequate multilingual staff and services, although some steps are being taken to improve the situation. For example, the United States Travel Service (USTS) has developed a language certification program that certified hotels with bilingual and multilingual personnel. A hotel wishing to take part indicates that it has staff who speak foreign languages working at its front desk, switchboard, restaurant, etc. USTS distributes a list of hotels with such coverage to foreign travel agents, publishers of travel guides, and other information sources. Certification is valid for one year (Karsen, 1980:11).

Two other programs in which the government and the travel industry are working to overcome the language barrier are the Multilingual Port Receptionist Program and Travel Phone USA. In the Port Receptionist Program, sponsored by the United States Travel Service and local agencies, students are employed at international airports to help foreign visitors go through customs

and immigration procedures and make travel connections (Woyach, 1981).

Desk clerks, telephone operators, information staff, administrators, can all provide better service to visitors from abroad and enhance their employer's reputation by knowing a foreign language. The need for such skills is especially great in areas that customarily received many foreign visitors, e.g., New York City,Niagra Falls, Disney World, Washington D.C., the West Coast, but will continue to grow in other parts of the country as more adventurous foreigners broaden their travel horizons. This is in addition to the many foreign businessmen who regularly visit Chicago, New York, Miami, Philadelphia, and other industrial persons whose foreign language skills help hotels to attract and better serve this growing influx of travelers from abroad (Kennedy, 1980). An excellent way of gaining experience in hotel work is to begin as a seasonal employee at a summer or winter resort where such internships requiring the use of a foreign language are more readily available than during the normal academic year (Chadwick, 1982:7)

The international airlines, which schedule hundreds of flights to and from the United States each week, have an obvious need for persons with foreign language skills. These U.S. carriers include American, Eastern, Delta, Northwest, Trans World and Pan American, all of which have ticket offices in center city Philadelphia; and, all of which have departures from and arrivals at Philadelphia's International Airport. Moreover, Air France, which has carriers in New York, also has a ticket office for group reservations and charter flights in center city Philadelphia according to Joseph Deeney, vice-president of group sales for Air France (Deeney, 1982). Virtually all the personnel of these airlines who deal with the public make use of foreign languages. Flight attendants, ground hosts and hostesses, flight announcers, information and

reservation clerks, and other personnel at international airports who come into contact with foreign travelers are, in many cases required to speak a foreign language. In other cases such skills are recommended or preferred (Ingram, 1976:8).

This study then, addressed one of the most important issues of the President's Commission on Foreign Language and International Studies, namely, the relationship between foreign language skills and multinational corporations, government agencies and organizations for foreign students or visitors.

The design and implementation of an internship program for the Business-French major at Holy Family College proceeded from the assumption that there is a direct utility of language and area studies skills for the three types of organization mentioned above; this review of the literature relative to the study has demonstrated that fact rather positively.

CHAPTER III

PROCEDURES AND METHODOLOGY

The initial thrust of this study was to conduct a survey of employers who were reportedly engaged in international business, government work or service organizations having bilingual employees. The identification of the population and the development of a questionnaire were major activities in the study design.

The Population

The population selected for the survey of international corporations was obtained from the following sources: Directory of American Firms Operating in Foreign Countries, 1980; A Directory of U.S. Export Management Companies, 1981; A List of Fortune 500 Companies, Export Firms and International Business Concerns, 1976; Advanced Industries in France, 1980; A Directory of Cooperative Education 1978; American Subsidiaries and Affliates of French Firms, 1979; Doing Business in Canada, 1978; World Languages and Trade Opportunities, 1981; Foreign Companies with Operations in the Delaware Valley, 1979; The World Trade Directory, 1980; and Standard and Poor's Services and Publications, 1980.

Government agencies were located by using the following sources: Washington Center for Learning Alternatives, 1981; Handbook on International Study for U.S. Nationals, 1980; Language for the World of Work, 1977; The United States Government Requirements for Foreign Languages, 1980; and Cooperation Among Governmental Agencies in the Language Field, 1975.

Service organizations for foreign students or visitors were identified from the following sources: International Philadelphia, 1979; Survey of Foreign Language Skills in Business and Service Organizations, 1973; French Phila-

delphia, 1976; the Greater Philadelphia Chamber of Commerce, the World Affairs Council of Philadelphia and the Council for International Visitors.

Organizations from each of the above-mentioned categories, international corporations, government agencies and service organizations were selected as potential respondents if they were located within the Delaware Valley area (See Appendix B) and if there was any indication of contact with francophone countries or territories.

International corporations in the Delaware Valley area having subsidiaries in France or francophone countries numbered one hundred and fifteen; government agencies, eleven, and service organizations which exist for foreign visitors or students, thirty-four. Thus, a total of one hundred and sixty respondents were located.

Telephone calls were made to as many firms as time and assistance would allow, namely forty-two; a request was made to secure an appointment with the Director of Personnel or a representative at which time the questionnaire (See Appendix C) was utilized. When an appointment could not be confirmed, the questionnaires were sent by mail. Only five of the firms contacted by phone indicated immediately that they would have no place for a student intern; two, nevertheless, were still willing to answer the questionnaire and indicated to whom it should be addressed. One hundred and sixty firms were contacted and questionnaires were returned either by way of the interview or directly through the mail. However, twelve envelopes were returned by the post office as "undeliverable," bringing the actual total of firms contacted to one hundred and forty-eight.

Of the responses received, one hundred were from Philadelphia county and thirteen from the remaining counties in the Delaware Valley (See Appendix B). The following table summarizes the responses received from the interviews and

and mailings in this study:

TABLE 1

RESPONSES TO SURVEY QUESTIONNAIRE

Location of firm	Number of Firms Contacted	Net Mailings	Response Rate No.	Response Rate %
Philadelphia	127	118	100	85.0
Other Counties	33	30	13	43.0
Total	160	148	113	76.4

Responding firms indicated they they do business with all of the countries mentioned in the questionnaire (See Appendix C), namely: France, Canada, Belgium, Switzerland, French-speaking Africa and Luxembourg. The countries with which the greatest proportion of companies do business are France (64 percent), and Canada (42.4 percent). Five companies indicated that French-speaking Africa is a future target area. No "other" francophone countries or territories were indicated. Two respondents indicated doing business "worldwide." (See Table 2)

TABLE 2

FRANCOPHONE COUNTRIES IN WHICH RESPONDING FIRMS DO BUSINESS

Country or Area	Percent of Respondents Philadelphia (n = 100)	Other Counties (n = 13)	All (n = 113)
France	63.0	7.0	64.0
Canada	40.0	6.1	42.4
Belgium	30.0	23.0	29.2
Switzerland	24.0	77.0	30.0
French-speaking Africa	20.0	15.3	19.4
Luxembourg	18.0	8.0	16.8
Other	0.0	0.0	0.0

Nearly half (49.6 percent) of the firms reported being engaged in manufacturing (not auto). The second greatest proportion identified was in tourism or services for foreign students or visitors (21.2 percent). The next group of respondents (10.6 percent) was engaged in government work, followed by transportation (8 percent), and finance/banking (7.1 percent). "Others" included pharmaceuticals, economic development, research and engineering. The most common type of foreign activity of responding firms was exporting (31.8 percent), followed by tourism (21.2 percent). Import activity was reported at 13.3 percent, and only 3.5 percent reported being involved as both importer and exporter. Few (1.8 percent) reported being engaged in freight forwarding; finance-monetary and government activities were represented by 15 percent and 10.6 percent respectively. "Other" foreign activities were reported as reverse investment, engineering and research (biomedical).

More than half (51.3 percent) of the responding companies reported having under 100 employees, while 22.1 percent reported numbers of 1000 or more. The two middle categories, 101-500 employees and 501-999 employees both represent 13.3 percent of the respondents.

Table 3 which follows gives a profile of the type of business, foreign activity in which the business is involved and the number of employees.

TABLE 3

PROFILE OF RESPONDING EMPLOYERS

	Percent of Respondents		
	Philadelphia (n = 100)	Other Counties (n = 13)	All (n = 113)
Description			
TYPE OF BUSINESS			
Manufacturing (not auto)	48.0	6.5	48.6
Auto	0.0	0.0	0.0
Wholesale/Retail	0.0	0.0	0.0
Finance/Banking	6.0	15.3	7.1
Transportation	9.0	0.0	8.0
Government	8.0	30.8	10.6
Tourism	20.0	30.8	21.2
Other	4.0	0.0	3.5
Total			100.0
TYPE OF FOREIGN ACTIVITY			
Primarily export	32.0	30.8	31.9
Primarily import	11.0	30.8	13.3
Import-export	4.0	0.0	3.5
Freight forwarder	2.0	0.0	1.8
Finance-monetary	12.0	38.4	15.0
Government	12.0	0.0	10.6
Tourism	21.0	23.0	21.2
Other	2.0	7.7	2.7
Total			100.0
NUMBER OF EMPLOYEES			
Under 100	50.0	61.5	51.3
101-500	13.0	15.3	13.3
501-999	15.0	0.0	13.3
1000 and over	23.0	15.3	22.1

The Questionnaire

The development of the questionnaire used in the survey was a joint effort of selected faculty members from the Modern Language, Business Administration and Economics Departments, and, of course, the principal investigator. Princi-

ples of questionnaire design and development were considered throughout the process. The questionnaire was first tested by students enrolled in a graduate research course at an area university and by ten selected firms which had utilized the services of the College's Translation Center in the past.

Respondents to the questionnaire in the pilot survey identified some vocabulary which was not communicative to them. One respondent from the business community challenged a question as information which was confidential in that particular company, thus these questions were revised.

Preliminary consideration given to the tabulation data and to the nature of responses received in the pilot survey caused the questionnaire to be furthere modified. After a final review of the questionnaire by selected faculty members mentioned above, a final draft was then prepared (See Appendix C).

Since the purpose of the questionnaire was to assist in fulfilling the major objectives and answering the research questions formulated earlier in this study, the aforementioned were also used as questionnaire items. Thus, after inquiring about the geographic location in which business of the inter--ational corporation, government agency or service organization is conducted, inquiries were then made to identify the foreign language needs.

Identification of Foreign Language Needs

Firms presently involved in international business were asked if they have a current or projected need for bilingual employees (French/English) who have academic preparation in business and in what functional areas of business these employees are generally utilized. Government agencies and service organizations were then asked to respond to the same questions. Included were

questions on the type of business, kind of foreign trade or other type of activity in which the firm is involved, as well as the number of employees.

The next section of the questionnaire related to general employment and internship information, namely: the need for interns with foreign language competencies (specifically in French), hiring preferences in terms of language preparation and levels of employment.

Respondents were also asked to indicate levels of proficiency desired in the French language. Proficiency levels were identified according to the ratings as defined by the United States Foreign Service Institute (Comptroller General, April 15, 1980:7,9), which were as follows:

Elementary Proficiency (S = speaking; R = reading)

S-1 Able to satisfy routine travel needs and minimum courtesy requirements.

R-1 Can read simplest connected written material, authentic or especially prepared for testing.

Limited Working Proficiency

S-2 Able to satisfy routine social demands and limited work requirements.

R-2 Can read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context.

Professional Proficiency

S-3 Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

R-3 Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his own special field.

Limited Working Proficiency

S-2 Able to satisfy routine social demands and limited work requirements.

R-2 Can read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context.

Professional Proficiency

S-3 Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

R-3 Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her own special field.

Distinguished Proficiency

S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs.

R-4 Able to read all styles and forms of the language pertinent to professional needs.

Native or Bilingual Proficiency

S-5 Speaking proficiency equivalent to that of an educated native speaker.

R-5 Reading proficiency equivalent to that of an educated native.

Respondents were then asked how interns would most likely use the four basic skills of the French language (listening, speaking, reading and writing) and in which areas they were most needed. In addition, a question was included on the importance of preparation in business administration as part of a bilingual employee's job. The extent, if any, to which official certi-

fication examinations in French were considered in the hiring process was also determined through the questionnaire.

The final part of the questionnaire concerned the internship program itself. Respondents were asked to indicate their willingness to participate in the internship program which would include supervision and evaluation of the student's performance, on-site visitations by faculty members and an open-ended question of remuneration for the student.

Collection of Data

Since a sufficient number of international corporations, government agencies or service organizations employing bilingual persons was located to meet the needs and individual interests of students enrolled in the Business-French program, initial contact was made by telephone. Utilizing this method, rather than the mail reduced the amount of time needed to respond. If the specific name of the Director of Personnel was known, then he or she was referred to on the phone, otherwise, an appointment was requested with the respective Directors of Personnel. Once an interview schedule had been confirmed, the questionnaire (See Appendix C) was then utilized in speaking with the respondent. If an interview was not feasible at that time, the questionnaire was sent through the mail (to the person or firm identified in the survey), with a self-addressed stamped envelope and a deadline date for returns included in a cover letter.

Treatment of the Data

Data received from the questionnaires or during interviews were collated and presented in both narrative and descriptive form. Tables of frequency and percentage distribution were utilized and arranged in the following order:

1. Summary of Responses to Survey Questionnaire

2. Francophone Countries in Which Responding Frims Do Business

3. Profile of Responding Employers

4. Need for Bilingual Employees

5. Areas of Employment for Which Bilingual Employees Are Hired

6. Frequency of Foreign Environment Experience for Bilingual Employees

7. Proficiency Levels Desired for Bilingual Positions

8. Skills Most Needed in the French Language

9. Importance of Business Preparation and Certification Examinations for Bilingual Employees

10. Work Load, Compensation, Evaluation and On-Site Visitation of the Student Intern

11. Employers' Evaluation of Student Interns.

CHAPTER IV

RESULTS OF THE SURVEY

In order to facilitate achieving the purpose of this study, objectives were formulated along with research questions necessary to fulfill those objectives. The results are described below.

Current or Projected Need for Bilingual Employers

The first objective formulated was to identify the foreign language needs (specifically in French) of area firms which engage in business with France or other francophone countries or territories.

Research Questions

1. Do firms presently involved in international business have a current or projected need for bilingual employees (French/English) who have academic preparation in business administration? Results of the survey indicate that firms presently involved in international business have a current as well as projected need for bilingual employees (French/English) who have preparation in business administration. As shown in Table 4, seventy-two (63.7 percent) of the responding firms reported that they do hire employees who must read, write, speak or understand French. However, while fifty-one firms (41.1 percent) indicated that they do not currently have openings for which some level of language proficiency in French is required, forty-eight firms (42.5 percent) feel there will be such openings in the future. Moreover, even though sixty-four firms (56.6 percent) reported they saw no future openings for bilingual employees (French/English), nevertheless, nearly all of those respondents (50.4 percent) answered that they would still be willing to provide training and supervision for a student intern. Two respondents added "maybe"

and "possibly" to questions seven and eight respectively, while two firms indicated they were willing to have students observe rather than provide training and supervision.

When asked which is generally preferred as a first language, nearly all the firms (86.4 percent) indicated a preference for English. Only one respondent indicated that French is preferred as a first language; three firms reported that it made no difference. One banking firm indicated that proficiency in a second foreign language would also be very desirable, specifically, Spanish, while another indicated that a knowledge of either Spanish, German or Italian would be helpful in banking.

Table 4 which follows summarizes the percentage of firms which hire bilingual employees, have current openings, anticipate future openings and will accept interns. It also indicates whether firms prefer English or French as the first language.

TABLE 4

NEED FOR BILINGUAL EMPLOYEES

	Percentage rates		
	Philadelphia (n = 100)	Other Counties (n = 13)	All (n = 113)
Firms which:			
Hire Bilingual Employees (French-English)			
Yes	68.0	38.8	63.7
No	32.0	69.2	36.3
Total			100.0
Have Current Openings			
Yes	57.0	38.8	54.0
No	42.0	69.2	45.1
Maybe	1.0	0.0	1.0
Total			100.00
Future Openings			
Yes	42.0	38.5	42.5
No	57.0	61.5	56.6
Possibly	1.0	0.0	1.0
Total			100.00
Will Accept Interns			
Yes	48.0	69.2	50.4
No	50.0	30.8	47.8
Observation only	2.0	0.0	1.0
Total			100.0
First Language Preference			
French	1.0	0.0	.0
English	96.0	100.0	96.4
Makes No Difference	3.0	0.0	2.7
Total			100.0

Functional Areas of Employment

2. Research Question: In what functional areas of business are bilingual employees generally utilized? Respondents were asked to check one or more positions if applicable. As revealed in Table 5, the employment areas most domi-

nant in multinational corporations is marketing (43.4 percent); this was followed by secretarial/clerical (24.8 percent). Administrative services, finance and management trainee ranked third, fourth and fifth respectively. Accounting, shipping and transportation, data processing and laws and regulations were indicated by seven percent or fewer of the respondents. When identifying "other" areas of employment for bilingual employers, respondents indicated the following: International division, sales, abstracting and indexing foreign scientific papers, airline hosts and hostesses and translators. Each was mentioned once with the exception of airline host and hostesses which were indicated four times.

3. Research Question: In what areas of government are bilingual employees generally utilized? In identifying areas of employment within government agencies, laws and regulations ranked the highest among respondents with only a 2.7 percent rating; all other positions, namely: Assigning foreign posts overseas, secretarial/clerical, translators and interpreters numbered 1.8 percent. Most of the eleven agencies interviewed or who responded to the questionnaire indicated that positions mentioned were "more than likely" needed in Washington D.C.

4. Research Question: In what areas of travel and tourism are bilingual employees generally utilized? Results of the questionnaire indicated bilingual positions are available in service organizations. Secretarial/clerical was rated the highest (17.7 percent). The remaining positions identified were all cited at 10.6 percent. They were: Escorting foreign visitors, interpreting for foreign visitors, finding host families for foreign students, and housing for foreign students. Table 5 below summarizes items eleven through thirteen of the questionnaire.

TABLE 5

AREAS OF EMPLOYMENT FOR WHICH BILINGUAL PERSONS ARE HIRED

	Percent among Firms with Bilingual Employees		
	Philadelphia	Other Counties	All
Position			
INTERNATIONAL CORPORATIONS			
Administrative Services	15.0	38.5	17.8
Marketing	42.0	69.2	43.4
Finance	14.2	15.4	14.2
Accounting	8.0	0.0	7.0
Shipping and Transportation	8.0	0.0	7.0
Data Processing	8.0	0.0	7.0
Laws and Regulations	3.0	7.7	3.5
Management Trainee	12.0	30.8	14.2
Secretarial/Clerical	21.0	53.8	25.7
Other	9.0	0.0	8.0
GOVERNMENT AGENCIES			
Assigning Foreign Posts	2.0	0.0	1.8
Secretarial/Clerical	2.0	0.0	1.8
Translators	2.0	0.0	1.8
Interpreters	2.0	0.0	1.8
Laws and Regulations	3.0	0.0	2.7
SERVICE ORGANIZATIONS			
Escorting Foreign Visitors	12.0	0.0	10.6
Interperting for Foreign Visitors	12.0	0.0	10.6
Finding Host Families	11.0	7.7	10.6
Secretarial/Clerical	19.0	0.0	17.7
Housing for Foreign Students	12.0	0.0	10.6

Respondents were then asked to indicate one or more entry level positions most commonly available to bilingual graduates. Nearly 43 percent indicated management trainee as the position most commonly available. Secretarial/clerical positions and staff specialists were cited by 35.4 percent and 21.2 percent of the respondents respectively. Only four firms listed supervisory management as an entry level position, while "others" indicated were interpre-

ter (7.0 percent), administrative assistant, market research, sales analyst, correspondent, translator and airline reservationist, all indicated at 3.5 percent. (See Table 6).

TABLE 6

ENTRY LEVEL POSITIONS FOR WHICH
COLLEGE GRADUATES ARE HIRED

	Percent among Respondents with Bilingual Employees		
	Philadelphia	Other Counties	All
Entry Level Postions			
Secretarial	39.0	15.4	35.4
Management Trainee	40.0	61.5	42.5
Supervisory Management	4.0	0.0	3.5
Staff Specialist	22.0	15.4	21.2
Other	31.0	7.7	28.3

Most firms reported that their employees do have experiences in an environment where it is necessary to speak, read or write in French; that experience was divided nearly equally between the responses "often" and "occasionally." All but one firm in Philadelphia county reported that some foreign environmental experience does occur for bilingual employees; ten branches in other counties reported the same. (See Table 7).

TABLE 7

FREQUENCY OF FOREIGN ENVIRONMENT EXPERIENCE
OF BILINGUAL EMPLOYEES

	Percent among Respondents with Bilingual Employees		
	Philadelphia (n = 100)	Other Counties (n = 13)	All (n = 113)
Frequency			
Often	40.0	0.0	35.4
Occasionally	41.0	0.0	35.3
Seldom	18.0	23.0	18.6
Never	1.0	77.0	9.7
Total			100.0

French Language Proficiency and Areas of Skills Desired

5. Research Question: What is the language proficiency level desired by international firms, government agencies or other organizations which utilize bilingual employees with regard to the four basic skills of foreign language learning, namely: reading, writing, speaking and listening?

Five levels of proficiency were defined for the respondents. Nearly 40 percent of the firms indicated a "professional" proficiency in French was desired, followed by a "limited" proficiency (35.4 percent). All remaining firms did indicate that some kind of proficiency was needed, be it elementary (13.3 percent), distinguished (8.8 percent), or bilingual (2.7 percent). Table 8 below summarizes these results:

TABLE 8

PROFICIENCY LEVELS DESIRED FOR BILINGUAL POSITIONS

	Percent among Firms with Bilingual Employees		
	Philadelphia (n = 100)	Other Counties (n = 13)	All (n = 113)
Proficiency Level			
Elementary	13.0	15.4	13.3
Limited	38.0	15.4	35.4
Professional	42.0	23.1	39.8
Distinguished	4.0	46.2	8.8
Native or Bilingual	3.0	0.0	100.0

6. Research Question: How are employees most likely to use the four basic skills of the French language and which proficiencies are most needed? Results of the survey indicated that the translation of letters and documents (31.9 percent), reading technical documents (28.3 percent), and interpreting

the spoken language (27.3 percent), and interpreting the spoken language (27.5 percent), were the skills most frequently needed. The remaining categories, namely: speaking the technical language, handling telephone or telex communications, conversing with foreign representatives and interacting verbally with tourists or French citizens, were all reported by 24 percent or fewer of the respondents. Speaking the foreign language, however, was reported at 4.4 percent. Table 9 displays the percentage response rates of all firms.

TABLE 9

SKILLS MOST NEEDED IN THE FRENCH LANGUAGE

Skills	Percentage Response Rates of Firms		
	Philadelphia	Other Counties	All
Reading Technical Documents	30.0	15.4	28.3
Speaking Technical Language	5.0	0.0	4.4
Translating Letters and Documents	34.0	15.4	31.0
Interpreting Spoken Language	30.0	7.7	27.4
Handling Telephone or Telex Communications	24.0	30.8	24.8
Conversing with Foreign Representatives	21.0	23.0	21.2
Interacting Verbally with Tourists or French Citizens	24.0	0.0	21.2

There were no "other"skills reported by the respondents. However, one respondent did indicate the skills most needed depended on the position rather than the French language per se.

7. Research Question: To what extent is preparation in business administration important as part of a bilingual employee's job? More than half the respondents indicated it was very important, while 38.1 percent responded that it was somewhat important. Only 7.0 percent, however, indicated it was not important.

8. Research Question: Does the employing community recognize as important, the attainment of official language certification? More than half the number of respondents (57.5 percent) indicated that official language certification examinations are only somewhat important, while 24.8 percent responded they were not important and 17.0 percent reported that they were very important. Responses for the two research questions above are displayed in Table 10.

TABLE 10

IMPORTANCE OF BUSINESS PREPARATION AND CERTIFICATION EXAMINATIONS FOR BILINGUAL EMPLOYEES

		Percent among Firms with Foreign Language Requirements		
Business Preparation	Perceived Importance	Philadelphia (n = 100)	Other Counties (n = 13)	All (n = 113)
	Very Important	60.0	15.4	54.9
	Somewhat Important	38.0	38.5	38.1
	Not Important	2.0	46.1	7.0
	Total			100.0
Certification Examinations	Very Important	17.0	23.1	17.7
	Somewhat Important	62.0	23.1	57.5
	Not Important	21.0	53.8	24.8
				100.0

Feasibility of the Internship Program

The second objective of this study was to determine the feasibility of developing an internship program with international corporations, government agencies, organizations for foreign visitors, or any other type of firm which requires foreign language competency in French as part of the job.

1. Research Question: What will the initial start-up cost be and can

the College afford it? The Administration has agreed to provide a minimum of three hours of released time per week for those faculty members involved, to make on-site visitations, assessments and evaluations of interns. A part-time faculty member would therefore, be hired for one course in each department involved, namely, the Modern Language, Business Administration and Economics Departments. Thus, a working budget of $10,000 has been requested to cover salaries of three part-time faculty members, transportation costs incurred by full-time faculty members designated to make on-site visitations of student interns, postage and part-time secretarial assistance.

2. Research Question: If the College cannot afford initial start-up cost, will the proposed program meet the funding criteria of the federal government for grants now available for Undergraduate International Studies and Foreign Language Programs under Title VI of the Higher Education Act? There was authorized $1,940,000 for new and continuing awards under the Undergraduate International Studies and Foreign Language Program in Fiscal Year, 1982 (U.S. Department of Education, 1982:133). Since this study was first begun, the President of Holy Family College, Academic Dean, as well as the Director of Finance granted permission to the Modern Language Department to apply for the above-mentioned grant. The purpose of the grant was to assist institutions of higher learning to plan, develop and carry out a comprehensive program to strengthen and improve undergraduate instruction in international studies and foreign languages (U.S. Department of Education, 1982:A). The Modern Language Department requested $45,000 as a working budget, which, if accepted would cover initial start-up costs as well as the installation of a new language laboratory.

Since this study was first begun, the department had not received notice that government funding had been granted. However, the Department of Institutional Advancement was able to secure $23,000 from the private sector for the Modern Language Department. The internship has taken priority and these funds will then cover initial start-up costs as well as repairing the present language laboratory system.

3. Research Question: How many American subsidiaries and affiliates of French firms located in the Delaware Valley (See Appendix B) would be willing to offer the support services necessary to begin an internship program?

4. Research Question: As a direct consequence of the previous question, how many students would be able to be placed in an internship program? Approximately ten students divided among three faculty members would be able to be placed in an internship program. Since the Business-French program is relatively new, half the present number of majors still have course work to complete before reaching the internship stage.

5. Research Question: What is the minimum number of students that would have to be enrolled in order to make the program feasible, that is, cost effective? In order to make the program cost-effective, at least seven students would have to be enrolled in the initial internship program. According to the Director of Finance at Holy Family College, the revenue forthcoming from present tuition rates, paid by seven students would cover the $10,000 budget request for initial start-up costs and actually more than double that amount thus accounting for the cost-effectiveness of the program and the feasibility

of continuing the placement of student interns in future years. Ten students actually applied and were accepted into the intial program.

6. Research Question: Who are the faculty members to be involved in the internship program and are they willing to monitor students? Three full-time faculty members have been selected from the Modern Language, Business Administration and Economics Departments, and have demonstrated both their interest in the program as well as willingness to monitor students.

7. Research Question: Do these faculty members have the necessary expertise to conduct on-site visitations as well as follow-up seminars? The faculty members from the departments mentioned above have all studied abroad and all have a working knowledge of the French language and thus have been selected to conduct on-site visitations as well as follow-up seminars on campus.

8. Research Question: How often should faculty members visit the intern and is there a reduction in teaching load or additional compensation? The faculty members visit the students bi-monthly alternating on-site visitations with follow-up seminars on campus. As was mentioned earlier, three part-time instructors have been hired to reduce the course load of one member of the Modern Language, Business Administration and Economics Departments.

Criteria for the Design and Implementation of the Internship Program

The third objective of this study was to establish criteria for the design and implementation of the internship program. The requirements for entrance into the internship program were determined as a result of responses procured during the interviews or from questionnaires received through the mail. In addition, after collaboration with the Administration, selected faculty members (who have had previous experience designing such programs,

for example, the Director of Student Teaching etc.), and the cooperating employers, the Modern Language Department established criteria for admitting students into the internship program.

Each student planning to intern for credit in Business-French, files an application with the Coordinator of the program. Admission to the program is not automatic. Acceptance is decided by the Internship Committee, which consists of the Chairmen of the Modern Language, Business Administration and Economics Departments, the Coordinator of the Internship Program, the Director of the Career Center, and the faculty members responsible for on-site visitations.

1. Research Question: What should be the minimal requirements for entrance into the internship program? Before any action is taken, the following conditions must be met by all candidates for internship in Business-French:

a. They must have maintained to the time of filing the application, a satisfactory overall academic average, i.e., a Quality Point Average (QPA) of 2.50 (C+), and must have a minimum QPA of 3.00 (B) in their major;

b. They must demonstrate a level of professional language ability in French as defined by the Foreign Service Institute. The requirement is considered met when candidates have taken the Foreign Language Proficiency Examination in French which tests skills in reading, writing, listening and speaking, and have placed at least on the advanced level (Modern Language Association, 1981);

c. Candidates must have completed all course work with the exception of two seminars which are required in the junior or senior year for Business-French majors, as well as any remaining electives.

d. They must be recommended by the department in which they plan to intern (for the purposes of this study, the Modern Language and Business Administration Departments, since Business-French is an interdisciplinary major);

e. They must have given evidence of possessing a personality effective for working in the business, government or tourism arena, a vital interest in experiential learning, good health, and a good character. Appropriate assessment, screening and counseling of each candidate is provided by the Psychology Department for this purpose.

The Internship Committee, mentioned earlier, reserves the right to exclude any candidate from placement as an intern if, in the judgment of its members, the candidate has academic deficiencies or exhibits behavior that demonstrates a serious lack of responsibility. While the program exists for the individual student, the College would like to establish a long-term relationship with the cooperating employer, thus, the "quality" intern is essential. One bad experience for an employer may carry the potential for terminating the relationship with the College.

2. Research Question: How should the Coordinator of the internship program ensure that the student understands the educational objectives of the program, desires to participate, and is motivated to represent the College favorably? The student must demonstrate the above in a personal interview with the Coordinator of the Internship Program. During this interview the following educational goals are discussed:

a. To enable Americans to carry out an effective work relationship with the international business community by crossing major linguistic and cultural barriers which exist in multinational corporations, government agencies or service organizations for foreign students or visitors, through this field experience;

b. To observe and experience the structure and organization of French enterprise and economic enviornment on the domestic level (this refers to

government or service organizations as well, depending upon placement of the intern);

c. To explore major similarities and differences between French and American styles of work, business techniques and/or general way of life.

d. To enhance student interest through direct field experience in the acquisition of thorough background in the language of French business and economics because of the increasing concern of multinational companies in the performance of their employees.

3. Research Question: Should the internship be full or part-time, and how long should it last? The internship may be either full or part-time, that is one semester or two depending upon the student's schedule, financial status or the availability of federal grants which, for the most part, cover tuition and living expenses for full-time internships.

4. Research Question: Should students be permitted to take courses while simultaneously involved in the internship experience? Students are permitted to take courses while simultaneously involved in the intern experience if the internship is part-time, that is, enrolled in courses not to exceed fourteen credits. If the internship is full-time and within commuting distance from the College, the student may register for no more than six credits.

5. Research Question: At what particular point in the student's educational experience should the internship take place? Early in the fall or spring semester of the junior year, each student planning to intern for credit in Business-French files an application with the Coordinator of the program. The actual internship may take place during either the junior or senior year or when all pre-requisite courses have been completed. Intern-

ships may also take place during the summer session.

6. Research Question: Should academic credit be awarded for this experiential work? The intern is evaluated by the cooperating employer, the Coordinator of the program and a faculty member from the department or departments where the academic credit is assigned. Since the internship program is an integral part of the on-campus seminar, and these seminars are required for the degree in Business-French, academic credit is awarded for the internship.

7. Research Question: Should the undergraduate pay tuition while participating in the internship program? Yes, since academic credit is awarded, all students participating in field experience programs at Holy Family College pay regular tuition fees.

8. Research Question: If the student has some type of financial aid, is this affected during the internship? All students planning to intern should consult the Director of Financial Aid prior to filing an application to see if financial aid is affected at this time.

9. Research Question: Should the cooperating employer offer a stipend to the intern? While a stipend is not a determining factor in whether a student is placed with a particular firm, twenty-eight respondents or half the number of firms willing to provide support services for student interns indicated compensation would be provided for the students' work. Three firms reported that "other" means of compensation would be provided, namely: free parking, meals or transportation expenses.

An additional item on the questionnaire relative to the above research question pertained to the number of hours per week a student intern is expected to work. Nearly 37 percent of the respondents indicated they expected

the students to work ten to fifteen hours per week, while 29 percent specifically indicated sixteen hours per week. A twenty hour work week was indicated by 22.8 percent of the respondents. Five percent of the population surveyed indicated that the number of hours an intern worked depended upon the requirements of the particular position. The three remaining categories, namely, three to four hours, thirty-seven and one half hours and five to ten hours per week were all indicated by 1.8 percent of the respondents. Percentage rates for work load as well as compensation for interns, evaluation and visitation agreements are summarized in Table 11 below:

TABLE 11

WORK LOAD, COMPENSATION, EVALUATION AND ON-SITE VISITATION OF THE STUDENT INTERN

	Percent among Respondents		
	Philadelphia	Other Counties	All
Work Load (hours per week)	(n = 50)	(n = 7)	(n = 57)
10-15	38.0	28.6	36.8
16	34.0	0.0	29.8
20	22.0	28.6	22.8
3-4	2.0	0.0	1.8
37.5	2.0	0.0	1.8
5-10	2.0	0.0	1.8
Depends on requirements of position	0.0	42.8	5.2
Total			100.0
Compensation			
Yes	56.0	0.0	49.1
No	52.0	0.0	45.6
Other	6.0	0.0	5.3
Total			100.0
Evaluation and Visitation			
Yes	100.0	0.0	100.0
No	0.0	0.0	0.0
Total			100.0

10. Research Question: Who should evaluate the intern and how should assessment take place? As shown in Table 11, a total of fifty-seven firms or 100 percent indicated that they would be willing to give an evaluation of the student's performance. A sample of the written evaluation form may be found in Appendix D. The faculty member responsible for on-site visitations has also agreed to evaluate the student as well as the Coordinator of the program. Assessment by the faculty member making on-site visitations takes place during follow-up seminars held on campus and through individual interviews both with the above mentioned faculty member as well as the coordinator of the internship program.

11. Research Question: What areas should be covered and what means are to be used in evaluating the intern? Regularly scheduled review conferences take place weekly both on an individual basis as well as a group basis on campus during the seminars and interviews mentioned above. Participants in individually scheduled conferences generally consist of the supervisor, the intern, and/or the College Coordinator. A written evalutation of performance on every intern is required. These evaluations serve as part of the basis for the student's grade since academic credit is awarded for the internship. Areas such as relation with others, judgment, ability to learn, attendance, attitude and application to work, dependability, quality of work and punctuality are considered.

12. Research Question: Should on-campus seminars be conducted for the interns? If so, what is their purpose? Follow-up seminars are held on campus since student interns must keep a daily log of activities, problems etc. encountered during this field experience, material taken from these logs is frequently the foundation for seminar discussions. Their purpose is to encourage

better student performance on the job by sharing and listening to the activities and problems of other interns.

13. Research Question: Is the employer willing to expend the necessary resources to help train the intern? In order that the intern might be made to feel like a full-fledged employee rather than a perpetual visitor to the organization, cooperating employees expressed a willingness to expend the necessary resources in order to make this possible. A thorough orientation program has been planned; during the course of the orientation, the intern completes all necessary forms for interning, is introduced to key people, provided with specific information regarding the nature of the business, agency or organization, familiarized with the firm's physical layout, and introduced to the particular person in the company to whom he or she is able to go at anytime for counsel and advice.

14. Research Question: Who should establish contact with a prospective cooperating employer and explain the academic nature of the internship and its expectations of the student? According to the newly-revised job description, it is the Director of the Career Center who first establishes contact with a prospective cooperating employer, since she is in charge of any cooperative or field experience programs (Clayton, 1982). The Director of the Career Center explains the academic nature of the internship. The Coordinator of the Internship Program then explains the department or departments' expectations of the student, as well as what is expected from the employer.

15. Research Question: How should the placement process take place? The implementation of the internship program for Business-French majors as described in this study, began in May, 1982, with ten student applications. All ten students were accepted into the program. After initial contact was made by the Director of the Career Center, and further explanation given by the Co-

ordinator of the internship program, students were then placed according to the knowledge and skills they were able to bring to a particular firm, as well as accessibility in terms of commuting distance to and from the company.

Three students were placed in field experiences involving business or government in Washington D.C. This was done with the help of the Washington Center for Learning Alternatives (WCLA). WCLA is an independent, non profit educational organization which provides comprehensive learning opportunities in the nation's capital and assists teachers from colleges and universities throughout the United States in placing their students. This was a full-time internship and student worked in either the International Trade Administration or Department of Commerce.

Seven students were placed in internships within the Delaware Valley (See Appendix B), namely: three in the International Visitors Center (IVC), two with the Philadelphia Industrial Development Corporation (PIDC), and two with the Youth for Understanding Organization.

The International Trade Administration is a major area in the Department of Commerce in Washington D.C. and comprises several divisions which focus on trade and export development. The division which utilizes both foreign languages and business skills is the Office of Country Marketing. For each country of the world, there exists a country "desk" within the Office of Country Marketing (International Chamber of Commerce, 1980:23). Students were exposed to business practices and trade issues, since French is used at many of the "desks." The following regions which are called regional marketing areas have individual "desks" operating and have a need for French language skills:

1. United Kingdom; Canada, France; Belgium; Luxembourg.
2. Africa (French is used in studies involving Western Africa, the Ivory

Coast and Chad).

3. Middle East (comprising Iran, Israel, Egypt and North Africa).

In addition to the various Offices of Country Marketing mentioned above, the International Trade Administration also has a need for French language skills in the Office of Trade Policy and the Office of International Finance and Investments. The three students who fulfilled their internships in Washington D.C. were selected because of high placement on the Language Proficiency Examination in French as well as previous study abroad. All three were also knowledgeable of a second foreign language, namely: French/German, French/Spanish, and French/Arabic. Since these internships were full-time, students were able to take care of their living expenses and transportation as recipients of partial grants provided by the Atlantic Richfield Foundation and the Montsanto Fund which allow certain organizations such as WCLA to expand opportunities for internships in the field of international studies and foreign languages (Carlson, 1980).

These internships lasted ten weeks and students were provided with all the components described in the methodology section of this study. The Learning Center in Washington D.C. placed the students by providing all necessary applications; orientation, counseling, group discussions during academic seminars, supervision and evaluation, all of which took place in Washington D.C. Copies of the students' as well as supervisors' evaluations were sent periodically to the Coordinator of the Internship Program at Holy Family College, as well as a detailed program description and transcript of final grades. Academic credit was then awarded by both the Business Administration and Modern Language Departments of Holy Family College; a total of six credits fulfilling

the seminar requirements was awarded. On-campus faculty were then available to conduct seminars and on-site visitations for those remaining seven students who were within commuting distance from the College; all of these internships were part-time and students were awarded three credits for one seminar of either the junior or senior year according to the status of the student.

Those students who were placed with the Council for International Visitors (IVC), served as hosts and hostesses for foreign guests. IVC helps these visitors gain a full and fair view of the United States and life in the Delaware Valley (Torrey, 1981). IVC offers the following to the foreign visitor: professional appointments with U.S. counterparts; an Emergency Language Bank offering phone translations in over sixty languages, twenty-four hours a day, seven days a week; home hospitality and guided tours; also, an introduction to cultural, civic and business resources in Philadelphia (Torrey, 1981:3). All of the students also had the opportunity to work at IVC's Language Bank.

Two students were placed with the research and development division of the Philadelphia Industrial Development Corporation (PIDC). PIDC was created in 1959, as a non-profit partnership by the City of Philadelphia and the Greater Philadelphia Chamber of Commerce (Naughton, 1979).

PIDC has contributed to the economic vitality of Philadelphia through activities and programs designed to retain and expand existing city firms and attract new businesses to Philadelphia in increasing numbers, especially from foreign shores. The primary goals of these activities are the maintenance of existing and the creation of new jobs and tax rateables in Philadelphia (PIDC Annual Report, 1980).

In the research division, student interns worked with economic and business analysts on the World Forum Project. The World Forum, planned for the

University City Science Center (University of Pennsylvania campus), will provide a facility for convening national and international conferences and forums. This facility will expose local companies to national and international marketing networks. In addition, space will be provided for industry related conferences, forums, and world trade shows (Medvec, 1982).

Two students fulfilled their internship with the Youth for Understanding Organization, whose national headquarters are in Washington D.C. This is a non-profit, international, educational organization. The program stresses family living as the heart of the learning experience: "a student who becomes personally involved in its homes, schools, institutions and communities, gets to know that culture far more intimately than any tourist can" (Greene, 1978:4). The two student interns were trained, supervised and worked in the Montgomery county office (See Appendix B) located in Blue Bell, Pennsylvania. Transportation expenses were provided in order to arrive and depart by train, and the students were always met at the station by their immediate supervisor or a representative. Transportation returning to the station was also provided.

These students were supplied with contacts and trained in how to locate French, francophone or American families in the Delaware Valley who could arrange to provide a home and meals for high school-age French students. These international students (in this case, French), were selected by Youth for Understanding committees in their home countries according to program guidelines, including conversational ability in English, good health, and good academic performance. The host family is not expected to bear unnecessary financial burdens; the student provides his or her personal spending money, and Youth for Understanding provides adequate health insurance. The student shares the responsibilities in the home and respects any existing standards or

routines. The student interns were, therefore, responsible for assisting staff specialists in locating, interviewing and assigning host families wishing to have an international student in their home.

16. Research Question: What should be the role of the cooperating employer? The intern, understandably does a certain amount of routine work, but the role of the employer should include developing an actual training procedure to initiate the intern into the regular operation of the firm.

The specific skills in the French language as well as other background interns bring to a multinational corporation, government agency or service organizatfon are succinctly defined for the cooperating employer. This is done before the intern actually begins to work. It is the role of the employer, however, to issue instructions for reporting for the intitial work period, and to make them as personal as possible. Such data as reporting date and specific directions to reporting location should be included. Follow-up memos should also be sent to each student by the employer, giving information about the specific nature of the intitial work assignment supplying company information such as newspapers, newsletters, and brochures.

17. Research Question: What experiences should occur during the field supervision process? The Coordinator makes clear to the prospective intern that the program is a rigorous one. The student must realize that the earning of credits is not at all assured unless the student fulfills all of the criteria set forth by both the employer and the College. The student must comply with all the rules and regulations of the cooperating employer, but the employer must also understand that no unreasonable demands can be made on the student; the Coordinator of the program, therefore, functions to avert any of this. Basically then, there is an agreement for all concerned which

stipulates what the duties and responsibilities of each party are. Thus, the Coordinator articulates for the students all the pros and cons of the program, and literature is provided for the cooperating employer and supervisor, which states all academic requirements of the College.

The Coordinator, in consultation with the employer and faculty advisor, award the final grade. Throughout the semester, the student is apprised of strengths and/or deficiencies.

Since the employer develops an actual training procedure to initiate the intern into the regular operation of the firm, eventually, the intern begins to contribute to the on-going work of the employer. The student not only learns, but makes contributions, thus enabling the employer an opportunity to assess the qualities of the intern as a future employee.

Plan for the Evalutation of the Internship Program

The fourth and final objective of this study was to develop a plan for the evaluation of the internship program. Since the time period of this study covered the design and implementation only of an internship program for Business-French majors, an on-going evaluation plan is included, but results were not included at the time this study was done. However, implementation did include an evaluation form which is shown in Appendix D of this study. Table 12 below summarizes the assessment of the first ten participants in the internship program by the four supervising employers mentioned earlier. Students were rated on a scale from one to five, lowest to highest respectively, in each category with the exception of attendance and punctuality which were rated one and two, lowest and highest respectively (See Appendix D).

It is to be noted that since three of the students already had experience studying abroad, the evaluations may seem exceptionally good, however, it is

to be kept in mind that the remaining seven students have not yet had the opportunity to study in the country of the host language, and yet all evaluations were above average. This is yet another reason why on-going evaluation is so necessary since other groups will, no doubt, have evaluations which will differ from the original implementation group. Table 12 summarizes the employers' evaluation of the following: relation with others, judgment, ability to learn, application, dependability, quality of work, over-all performance, attendance and punctuality.

TABLE 12

EMPLOYERS' EVALUATION OF STUDENT INTERNS

Internship	Relation with Others	Judgment	Ability to Learn	Application	Dependability	Quality of Work
ITA	5	5	5	5	5	5
ITA	4	4	4	4	4	5
DC	4	4	4	4	4	5
CIV	3	3	4	3	4	4
CIV	4	4	4	4	4	4
CIV	4	4	4	4	4	4
PIDC	4	4	4	4	4	4
PIDC	3	3	4	4	4	4
YFO	5	5	5	5	5	5
YFO	4	4	4	4	4	4

Internship	Over-all Performance	Attendance	Punctuality
ITA	5	2	2
ITA	5	2	2
DC	5	2	2
CIV	4	2	2
CIV	4	2	2
CIV	4	2	2
PIDC	4	2	2
PIDC	4	2	2
YFO	5	2	2
YFO	4	2	2

Key: ITA - International Trade Administration
DC - Department of Commerce
CIV - Council for International Visitors
PIDC - Philadelphia Industrial Development Corporation
YFO - Youth for Understanding

Although there were no additional comments in the space provided on the evaluation form, cooperating employers did give opinions during interviews as well as on the questionnaires as responses to open-ended questions. These are included as the following research questions are answered.

1. Research Question: Is the internship program accomplishing its goals? It appears that the internship program is, indeed, accomplishing the following educational goals established for this program:

a. To enable Americans to carry out an effective work relationship with the international business community by crossing major linguistic and cultural barriers which exist in multinational corporations, government agencies or service organizations for foreign students or visitors, through this field experience;

b. To observe and experience the structure and organization of French enterprise and economic environment on the domestic level (this refers to government or service organizations as well, depending upon placement of the intern);

c. To explore major similarities and differences between French and American styles of work, business techniques and/or general way of life.

d. To enhance student interest through direct field experience in the acquisition of thorough background in the language of French business and economics because of increasing concern of multinational companies in the performance of their employees.

2. Research Question: Are the stated goals the actual goals on which the program is operating, and if so, are they appropriate? For all intent and purposes it would appear that the program is operating on the goals stated above. It would also appear that they are appropriate since dis-

cussions with both employers and students have revealed that the following objects established by the internship committee are being met; they are to help the student to:

a. Gain experience in their major field;

b. Explore a potential career field;

c. Modify and direct careers in a self-satisfying manner;

d. Understand the link between academic learning and practical experience;

e. Begin to establish a professional identity;

f. Examine ability to relate to others;

g. Demonstrate ability to learn;

h. Gain an awareness of attitude application to work;

i. Assist the company and organization in the recruitment and development of outstanding employees and to aid in assuring the future growth and success of the company;

j. Test and augment what they have learned in the classroom;

k. Gain the benefits of increased student employability;

l. Be more aware of the "real-life" process in business and community;

m. Benefit from increased professional contacts, leadership skills, problem-solving and interpersonal skills, attitudes about self, placement and salary;

n. Reinforce formal classroom learning, gain new knowledge on the job, clarify career options and commitments, and add relevance and currency to theoretical study;

o. Increase motivation for further study.

3. Research Question: Has provision been made for restating, adjusting, abandoning, or adding to the list of formal program goals? By drawing upon the advice of the respondents which was collated from open-ended questions during the interviews, in addition to discussion and cooperation between the administration and selected faculty members, provision has been made for restating, adjusting, abandoning, or adding to the original goals of the program. To ensure that the internship is an enriching academic and experiential approach, it becomes important not only to assess student progress and experiences, but to allow administrators, faculty and cooperating employers to critique the plan as well. Those evaluating the program must attempt to exclude predetermined biases so that they can make a fair judgment pertaining to the retention, elimination or modification of the program. Some examples of comments made by respondents in giving general advice to students preparing for bilingual careers and which may influence present program goals are as follows:

a. In addition to an internship with an American firm having foreign subsidiaries, students should obtain as much experience in the foreign country whose language they are studying (Hunt Manufacturing Company).

b. The development of basic skills is paramount if a bilingual position is to be obtained (Fisher and Porter Manufacturing Company).

c. In addition to studying business and economics, it is equally important to be bi-cultural in order to appreciate the application of language to concepts, philosophies and policies (Greater Chamber of Commerce).

d. Students should not only study translation in a particular language, but should also be taught the so-called "vernacular," or slang of everyday usage that exists in a particular country (International House of Philadelphia). The student should eventually be prepared to travel and thus try to obtain any opportunity that will give him that experience now. This is good preparation

for any type of adjustment which may be necessary due to different cultural changes (Smith, Kline and Beckman).

e. More educational institutions should collaborate with international businesses to become aware of needs and trends in business (Kingsbury, Incorporated).

4. Research Question: Should the evaluation plan serve in a formative or summative way, or both? Two kinds of evaluation are noted in the overall process: (a) formative evaluation, used to change the program so that it operates as it was intended to operate, and (b) summative evaluation, used to judge a program on the basis of how well it brings about the outcomes at which it is aimed, and at what cost (Scriven, 1981).

At least a minimum follow-up of graduates should be made every year, and a depth study should be made at least every three to five years. The minimum follow-up each year should ascertain the employment status of each graduate, any additional education which is being undertaken, and the relationship of employment to career objectives.

5. Research Question: Should the evaluation plan provide for commentary on the relative appropriateness of various goals in the context of the program's success or failure in reaching them? This question can be answered by considering the various techniques for follow-up studies. For example, a questionnaire or interview could be used; the latter being more preferable if graduates from this program appear to remain in the area. An interview is also more reliable in ascertaining the exact nature of the graduate's present job or education endeavors and provides the personal touch in maintaining good relations (Bailey, 1977). Graduates who have migrated can be contacted with a mail questionnaire. Whatever the method of contact, the key to follow-up is

an accurate file which can provide the commentary of the relative appropriateness of the program goals as suggested in the research question above. The file card should be made up before graduation and include the job title of the student intern, ranking in the graduating class, career goals and any other data which might later be used as criteria to measure the strengths and/or weaknesses of the program. This file is essential in accomplishing longitudinal studies covering periods of three to five years or more (Collins, 1981). These studies could be made by the Coordinator of the Internship Program in cooperation with the Alumni Office and Career Placement Center.

Results of the studies should be duplicated and distributed to advisory committees, administrators, faculty, cooperating employers, community support groups as well as utilized in recruiting new students.

6. Research Question: Has evidence been made available about the kinds of behavior implied by each of the major educational objectives? This question again implies on-going program evaluation. Therefore, in addition to the use of the instrumentation described in Table 12 of this chapter, which was used to assess student participation in the internship program, there should also be other indicators of program assessment to provide evidence about the kinds of behavior implied by each of the major educational objectives. For example, other indicators should include initial and subsequent job placement success after graduation. Fundamentally, one of the evaluative tools which can be used is a check list. It should have adequate room for commentary, and at the same time, each evaluator, be it an administrator, faculty member, or cooperating employer, will be measuring different aspects of the internship.

The Coordinator, along with faculty members involved, should assess the learning enviornment, the kinds of work done by interns, the relationships,

if any, between the formal academic preparation and the experiential learning, and whether or not academic credit is really justifiable for the nature of the work being done by interns at a particular site. After having reviewed all evaluations very critically, the coordinator should then make a full report to the Department Chairpersons as well as the Academic Dean, who is ultimately responsible for the continuation of the program. This report should carry with it detailed recommendations pertaining not only to the entire concept of experiential learning, but also to specific internships.

7. Research Question: What are the areas of the program where critical problems might arise? While there were no critical problems which arose during the initial implementation period, as the program grows, transportation to internship located at a further distance from the College and the scheduling of on-campus seminars may have to be reconsidered.

8. Research Question: Are there any valid complaints to the College from students and/or employers during the internship program? While there were no valid complaints to the College from students and/or employers during the initial internship period, in light of the above anticipated problem, more flexible scheduling and the availability of faculty members to conduct on-campus seminars will also have to be considered by the Administration.

9. Research Question: What are the perceptions of student participants regarding strengths and weaknesses of the internship program? No noticeable weaknesses were perceived by the students but the experience of observing the structure and organization of the French enterprise and economic environment on the domestic level appeared to be one of the strong points of the program most frequently mentioned during seminar sessions. Beginning to establish a professional identity was also regarded as one of the strengths of the program.

On-going student evaluation is also important. Basically, the internship exists for the student and no experiential program should continue if it is not in the students' interests. Thus, the first comprehensive evaluation of the internship program as designed and implemented in this study should take place using the guidelines suggested after at least two graduating classes have experienced the program.

10. Research Question: What are the perceptions of employers regarding strengths and weaknesses of the internship program? Perceptions rendered by employers during the intitial implementation were simplified through their evaluations of the interns (See Appendix D). It is to be noted once again that since three of the students already had experience studying abroad, the evaluations may seem exceptionally good, however, it is also to be kept in mind that the remaining seven students have not yet had the opportunity to study in the country of the host language, and yet all evaluations were above average. This is yet another reason why on-going evaluation is a definite necessity since all groups will, no doubt, have evaluations which will differ from the original implementation group.

The only noticeable weakness of the program was already noted by the students, namely, that the scheduling of classes be more flexible so as to meet the demands of student interns. Employers feel the more time a student is able to devote to the field experience, the more valuable that experience can be to the student in the future.

11. Research Question: What are the perceptions of faculty members regarding strengths or weaknesses of the internship program? Once again, the most noticeable problem area perceived by faculty members concerned scheduling. However, as the program grows, scheduling should eventually be facilitated by larger groups as it is now, for example in the Nursing Department,

where two full days are set aside for juniors and seniors to practice in the clinical areas. Student teaching is another example whereby Elementary Education majors student teach for nine weeks of the fall semester and required seminars and electives are scheduled for late afternoons or evenings. The same type of scheduling is also provided for any other major who intends to teach on the secondary level, however, student teaching is then done during the spring semester.

Since the present program appears to be accomplishing its goals as stated in the answer to research question number one of this section on evaluation, these goals are, therefore, also the strengths of the internship program.

12. Research Question: What is the supervisor's estimation of the following: time required to supervise, cost, and productivity levels of interns versus other employees? Since the enrollment of in-coming freshmen as well as transfer students has already increased since implementation began, supervisors see no immediate problem in training time and therefore with cost, since more student interns (if the same relative quality as the intitial group is maintained) should actually help productivity levels.

13. Research Question: What is the feedback from students on the following: general satisfaction with program; value of learning; willingness to work for this international corporation, government agency or other organization if positions are made available? While evaluation is an on-going process, intitial feedback from students revealed general satisfaction with the program and recognition of the value of an experiential learning component in their program. Eight of the ten students demonstrated a willingness to work for the firm where they had had their field experience if positions were made available.

14. Research Question: How many interns have become certified in French or Business-French? Although it was still too early to know how many students from the first Business-French intern group have become certified at the time of this study, alumni surveys indicate that of the nine students who were seniors when the new curriculum was first offered in 1978, five have become certified in French, and all nine are presently working in positions where they do have recourse to using the French language. Five of those students have also gone on to study a second foreign language.

15. Research Question: What are the actual positions which have been offered to interns? Two of the ten students who completed their internships during the summer were offered positions with the federal government in Washington D.C.; two have been asked to continue on a part-time basis with the International Visitors Council since they plan to go on to graduate school for a Master's degree in International Business. The remaining students must still finish some required courses for graduation, but have also been offered part-time positions if their schedules permit.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose

The primary purpose of this study was to design, implement and provide an evaluation plan for an internship program in Business-French at Holy Family College. This program thus added an experiential learning component to a new degree, the purpose of which was to make the French language more relevant for students because of declining enrollments.

Methodology

The methodology included a survey of international corporations, government agencies and service organizations for foreign visitors or students within the Delaware Valley are (See Appendix B). A questionnaire was then developed in order to determine the foreign language skills (specifically in French) which were required of bilingual employees, in what functional areas that employee might use the language, and if the firm was willing to offer training and supervision for student interns. Once developed, the questionnaire was used during as many interviews with Directors of Personnel as time would permit. The remaining questionnaires were sent and received through the mail

One hundred and thirteen responses were received from Philadelphia and surrounding counties and fifty-seven firms agreed to place, train and supervise student interns. Cooperating employers also permitted the Coordinator of the Internship Program as well as other faculty members to observe student interns. Ten students applied for placement and all were accepted and placed in either an international corporation or service organization within the Delaware Valley. Three of the ten students were placed in branches of the federal government in Washington D.C. through the assistance of the Washington Center for Learning Alternatives.

Findings

A summary of the results of this study reveals that there is both a current as well as projected need for bilingual employees in the Delaware Valley. The following is a summary of these findings:

1. Many of the international firms operating in France or francophone countries transact business with several other foreign countries and therefore have requirements which encompass more than one foreign language.

2. Well over half of the number of respondents reported hiring bilingual employees and more than half indicated current openings, while a little less than half indicated future openings.

3. For Business-French majors contemplating starting a second foreign language, German, Japanese or Chinese appear to be the most feasible, since there are already so many native speakers of Spanish (who are also competent in English) throughout the Delaware Valley, not to mention throughout the United States.

4. There is a clear preference from firms which hire bilingual employees that the first language desired is English rather than French.

5. Bilingual employees are most often employed in positions in marketing by international corporations. Other positions in order of highest to lowest percentages include secretarial/clerical, administrative services, finance and management trainee. Accounting, shipping and transportation and data processing all rated equal percentage, followed by laws and regulations.

6. In government agencies, the laws and regulations position employs the greatest number of bilingual employees followed by interpreters, translators, secretarial/clerical and assigning foreign posts. All of the above-mentioned positions were indicated by a low percentage rating, because once

again, the need for bilingual employees in government positions is greater in Washington D.C.

7. Service organizations indicated the greatest need for bilingual employees in a secretarial/clerical position, although all other positions were very closely rated to this one, namely: escorting foreign visitors, interpreting for foreign visitors, housing for foreign students and locating host families.

8. The entry-level position in which the greatest number of college graduates are employed is that of management trainee. Secretarial/clerical positions and staff specialist positions are the next most common entry-level positions. Others discovered through questionnaire responses and interviews were: interpreter, adminstrative assistant, market researcher, sales analyst, correspondent, translator and airline reservationists.

9. Approxmiately half the number of respondents indicated that a foreign environment experience would occur "often," while the remaining 50 percent reported that this experience would occur "occasionally."

10. The level of proficiency desired most frequently by employers of bilingual personnel was "professional" meaning that the employee must be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. He must also be able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her own field. Skills in the French language, however, span a range of fucntions. The ability to translate letters and documents which indicates technical use of the language in all four skills as well, (reading, writing, listening and speaking) appears to be the

most important one to be developed.

11. Most of the respondents considered the certification examinations somewhat important, but also indicated that they are not a requirement for employment.

Conclusions and Interpretations of Results

The following conclusions and interpretation based on the findings in this study, are presented for consideration by foreign language departments of small, private area colleges comparable to Holy Family College. It may be used as a viable model for students and faculty interested in programs which relate to careers requiring foreign language competencies. For the purposes of this study, the French language was used because of declining enrollments, however, it may be replicated using any foreign language or combination of languages.

Conclusions

1. The firms represented in this study comprise a desirable cross-section of the Delaware Valley employing community involved in international business, government affairs and service organizations which represent multi-faceted employment situations.

2. The basic skills of reading, writing, listening and speaking are all needed to a greater or lesser degree depending upon the type of position; preparation in business administration including management, marketing and accounting is considered not only important but necessary for the bilingual employee.

3. Functional areas of employment were indicated in all three of the categories surveyed, namely: international corporations, government agencies

and service organizations for the foreign visitor or student.

4. Willingness to offer support services necessary to begin an internship program was indicated by several firms in each of the three categories surveys.

5. The attitude of employers toward the new degree in Business-French was especially evident during interviews with Directors of Personnel. They felt it was a very positive effort and during on-site visitations of interns working at international corporations, supervisors frequently expressed their agreement that an interdisciplinary program was a good preparation for a bilingual career. In addition, they agreed that an internship on the domestic level, that is, with an international firm having subsidiaries in the United States is one of the best preparations for an overseas assignment. Intern supervisors from government agencies and service organizations were also in accord. However, employers representing local branches of the government still advocated a full-time internship in Washington D.C. (depending upon, of course, the student's financial situation or the availability of grants or scholarships).

6. Cooperating employers recognize the importance of technical language skills and advocate two of the new courses in the Business-French curriculum, namely, introduction to interpreting and introduction to translating. The understanding of the culture and customs of the people whose language the student is studying was considered especially important by employers of service organizations for foreign student and visitors.

7. Nearly all cooperating employers indicated at least verbally that they would again welcome interns from Holy Family College who were interested in bilingual careers.

8. Evaluation is conclusive that the new major in Business-French has descreased the attrition rate in the Modern Language Department (specifically in French) and increased enrollment from 1982-1987 by attracting more freshmen and transfer students.

9. The initial implementation of the internship program proved to be cost-effective since three of the ten participating students were in Washington D.C. and paid tuition to Holy Family College (as did part-time interns), where the academic credit was awarded. Therefore, fewer faculty members were needed during the summer session for on-site visitations and on-campus seminars.

The students who participated in this program have thus gained a deeper understanding of classroom theory and practical application through on-the-job exposure to professionals in the field.

It may be concluded, therefore, that the following program goals which were established for this internship were achieved during this initial implementation:

1. To enable Americans to carry out an effective work relationship with the international business community by crossing major linguistic and cultural barriers which exist in multinational corporations, government agencies or service organizations for foreign students or visitors.

2. To observe and experience the structure and organization of French enterprise and economic environment on the domestic level (this refers to government or service organizations as well, depending upon placement of the intern);

3. To explore major similarities and differences between French and American styles of work, business techniques and/or general way of life.

4. To enhance student interest through direct field experience in the acquisition of thorough background in the language of French business and economics because of the increasing concern of multinational companies in the performance of their employees.

In conclusion, the business community has communicated a definite message to the foreign language education profession through this study, namely, the need for more specialized, non-traditional and interdisciplinary course offerings. This shift has been motivated, perhaps, less by the desire to accommodate business and industrial concerns than by the absolute necessity of self-preservation in the face of declining enrollments brought about not only by the elimination of foreign language requirements in many colleges and universities, but also by the complaint that traditional foreign language courses are not relevant. Thus, the Modern Language Department of Holy Family College has discovered many firms in the Delaware Valley which are in need of employees who are knowledgeable in either business or technical skills as well as competent in one or more foreign languages (for the purposes of this study, the French language was utilized, but the study may be adapted to any foreign language or combination of languages). This need to increase enrollment was answered by a group of cooperating employers who were willing to offer training and supervision to student interns so that they might add an experiential learning component to their education prior to graduation.

Interpretation of Results

The Modern Language Department, with the cooperation of selected faculty members from the Business Administration and Economics Departments have used experience in a work environment as an integral part of the curriculum in Business-French, and called it an internship.

Based upon the tabulation of data collated during interviews, from questionnaires received in the mail, and program implementation as presented in the results section of this study, as well as on-site visitations and student assessment, the results of this study may be interpreted as follows:

1. Multinational corporations have a present and projected need for bilingual employees who are also prepared academically in business administration. However, in speaking to Directors of Personnel, the study revealed that at least one-fourth of the respondents are unaware of potential improvements in their firm through more extensive use of foreign languages. These companies exhibited agitated sensitivity concerning the language problem and appeared to be anxious to take decisive action to correct the deficiency in their mangerial arena. Thus, these firms were also willing to train and supervise student interns as a feasible approach toward correcting the problem.

The study demonstrated that opportunities for students prepared for bilingual positions in business exist at entry levels of employment and job applicants are placed in a variety of functional areas. In addition, employers of bilingual job applicants desire language proficiency that includes translating from foreign language documents and conversing with foreign speaking clients and constituents. They view the internship experience designed and implemented in this study as positive and direct preparation for work with firms in foreign countries as well as in the United States.

2. Government agencies both at home and abroad are also in need of bilingual personnel. However, the number of respondents was decidedly smaller in number compared to multinational firms or service organizations for foreign students and visitors. A major finding in this part of the study was that, on the whole, the government is far more efficient in the training of its personnel

in foreign languages than are commercial language schools, colleges and universities or in-house training conducted by business and industry (Petrov, 1979: 15). Moreover, after a review of the literature, it became apparent that far more jobs in which language skills are needed (approximately 16,700) exist in not-so-obvious departments than was assumed at the beginning of this study (Comptroller General, 1980:ii). For example, in addition to the foreign service officers employed by the Department of State (where language skills are obviously a necessity), it was found that many bureaus and offices of the Department of Agriculture, Commerce and the Interior also have substantial language needs among their various personnel (Sutterer, 1981).

3. The respondents from the Delaware Valley (for the most part, Philadelphia county), who represent service organizations also indicated a present and projected need for student interns or graduates with foreign language competency. As with multinational firms and government agencies, these respondents also encourage skills in more than one foreign language since they have a decided advantage when applying for positions over those with knowledge of one foreign language. For example, the International Visitors Center (IVC) is a private community organization that welcomes official international visitors to the Delaware Valley area. They are primarily short-term visitors sponsored by the International Communications Agency. In addition, IVC works with privately sponsored groups and provides the following services to visitors in which student interns would be involved: professional appointments, dinner and overnight hospitality, interpreting/translating and escorted sightseeing. Through these opportunities, IVC promotes a cross-cultural exchange between the visitor and the Americans they meet.

The development of this internship program has resulted in a better learning experience for Holy Family College students than those without it for

numerous reasons such as the following:

The students who participated in this program have:

1. Gained a deeper understanding of classroom theory and practical application through on-the-job exposure to professionals in the field.

2. Discovered appropriate career choices and received effective career guidance.

3. Acquired professional level competence, skill, and knowledge of the French language as it is used in international business, government agencies or other organizations where bilingual skills are needed.

4. Elevated academic achievements because of increased motivation through practical application of classroom theory.

5. Expanded future employment possibilities through contacts and references gained while involved in the internship program.

Internship programs, therefore, well serve the student. Moreover, they act as a particularly attractive variation for college-bound seniors interested in foreign language programs which provide an experiential learning component.

Recommendations

It appears evident that the Business-French curriculum, and particularly the internship program component which has been designed and implemented with international corporations, government agencies and service organizations, are relevant and desirable as an attempt on the part of Holy Family College to prepare students for bilingual careers. Efforts to further develop and refine the program based on data provided in this study should be carried out cooperatively by faculty members of the Modern Language, Business Administration and Economics Departments. The further development of the program components dealing with evaluation and assessment appears to be especially im-

portant

The following specific recommendations are presented at this time for consideration by appropriate individuals:

1. The results of this study should be disseminated to the Board of Trustees, appropriate administrators, faculty members, academic advisors and directors of placement for review and discussion.

2. The Departments of Business Administration and Economics should review the findings of this study concerning their courses, especially International Business and International Economics. Moreover, they should examine all course offerings in order to enhance their overall program in International Business. The Modern Language Department is advised to do the same with its course offerings. Moreover, instructors of German, Italian and Spanish should be encouraged to replicate the Business-French curriculum (with certain refinements), so that the internship program might be extended to include a broader base of firms in the Delaware Valley.

3. The data which related to advice or comments made by responding employers concerning preparation for bilingual careers should be shared with students through pamphlets, classes, etc., as part of an on-going effort to provide the guidance and direction students need.

4. Instruction in the French language courses should be examined in order to ensure that students develop the desired level of proficiency as indicated by the responding firms. Steps should also be taken to develop technical competency in the language, since as future translators and/or interpreters, this appears to be of the utmost importance.

5. Students should be encouraged to strive for professional proficiency in such courses as Interpreting, Translating and Business-French, so that

they are ready to take the certifying examinations in each area in order to become an even bigger asset to a potential employer. Likewise, students should be encouraged to continue to develop an understanding of, and appreciation for, the culture, values, and customs of the people whose language they are studying.

6. In addition to use of the instrumentation described in the methodology section of this study to assess student participation in the internship program, both formative as well as summative evaluation should take place in the over-all process of program evaluation. The Coordinator of the Internship Program should ensure that follow-up studies which should include such factors as initial and subsequent job placement success after graduation, are executed; also, in cooperation with the Director of Finance, actual numbers of students who continue to participate in the program should be ascertained in order to continue to develop an understanding of, and appreciation for, the culture, values, and customs of the people whose language they are studying.

6. In addition to use of the instrumentation described in the methodology section of this study to assess student participation in the internship program, both formative as well as summative evaluation should take place in the over-all process of program evaluation. The Coordinator of the Internship Program should ensure that follow-up studies which should include such factors as initial and subsequent job placement success after graduation, are executed; also, in cooperation with the Director of Finance, actual numbers of students who continue to participate in the program should be ascertained in order to determine if the program continues to be cost-effective.

7. While the initial implementation did prove to be cost-effective, implementation must be continued through the fall and spring semesters to determine this factor further. Students will not always be able to afford full-

time internships in Washington D.C. without the aid of grants etc. and therefore this factor too, can only be determined as part of the over-all evaluation plan which is an on-going process.

8. Greater use should be made of the log or diary written by students to ensure immediate feedback as well as to update present curriculum.

9. The French Department maintains a Translation Center on campus, which often receives requests from local industries for translation assistance. Therefore, in addition to the appropriate groups already mentioned, further dissemination of the results of this study should be received by those industries (some of whom were also cooperating employers) who have made use of the Translation Center, through a monthly newsletter published by the Cercle Français, campus French club, entitled, Bonne Journée. This publication reaches most of the high school foreign language departments in the Delaware Valley and other subscribers throughout the United States, France and Algeria. Thus, in the same manner that materials from the Translation Center have been made available (for example, a bibliography of Business-French texts, subscriptions to Bonne Journée etc.), through modern language periodicals, French in particular, so too should the results of this study be disseminated.

In addition to the present mailing list which consists of instructors of foreign languages in area high schools, colleges and universities, especially in the Delaware Valley, cooperating employers, the editors of the following periodicals should also be contacted in order to spread the results of this study as far as possible: The French Review, the Modern Language Journal, American Association of Teachers of French National Bulletin, Foreign Language Annals, the Bulletin of the Association of Departments of Foreign Languages, and the Pennsylvania Council for International Education. In the past, editors

of the above-mentioned periodicals have been most cooperative in publishing the results of other studies done at Holy Family College.

10. It was further recommended that the results of this study be submitted to the newest organizations dedicated to promoting the study of international studies and foreign languages, namely, the National Committee of International Studies and Program Administrators (NCISPA) whose headquarters are located in Charlotte, North Carolina; the program, "Strengthening the Humanities through Foreign Language and Literature Studies," located in the College of General Studies at the University of Pennsylvania in Philadelphia; and the Undergraduate International Studies and Foreign Language Program which is under the auspices of the International Studies Branch of the Department of Education in Washington, D.C.

11. Finally, it was recommended that the results of this study be submitted to the Archdiocesan newsletter, Intercom, as well as the MLAPV Newsletter (the Modern Language Association of Philadelphia and Vicinity).

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APPENDIX A

COURSE REQUIREMENTS FOR THE DEGREES IN INTERNATIONAL BUSINESS AND BUSINESS-FRENCH

For concentrators in French: Prerequisites: Intermediate and/or Advanced French depending upon entry level after the College Placement Examination. Six of these credits are required of all students as part of general education.

Required: Thirty hours (exclusive of the above) including the Junior and Senior Seminars as well as comprensive examinations.

For the International Business major, all of the following courses are required:

Math for Economics and Business

Macro and Micro Economics

Principles of Management

Money and Banking

International Economics

International Business

Seminars (2)

All of the above courses are offered by the Business Administration and Economics Departments.

In addition, the following courses are required from the French Department for the International Business major:

Advanced French Conversation and Grammar

French Civilization

Business-French

Introduction to Interpreting

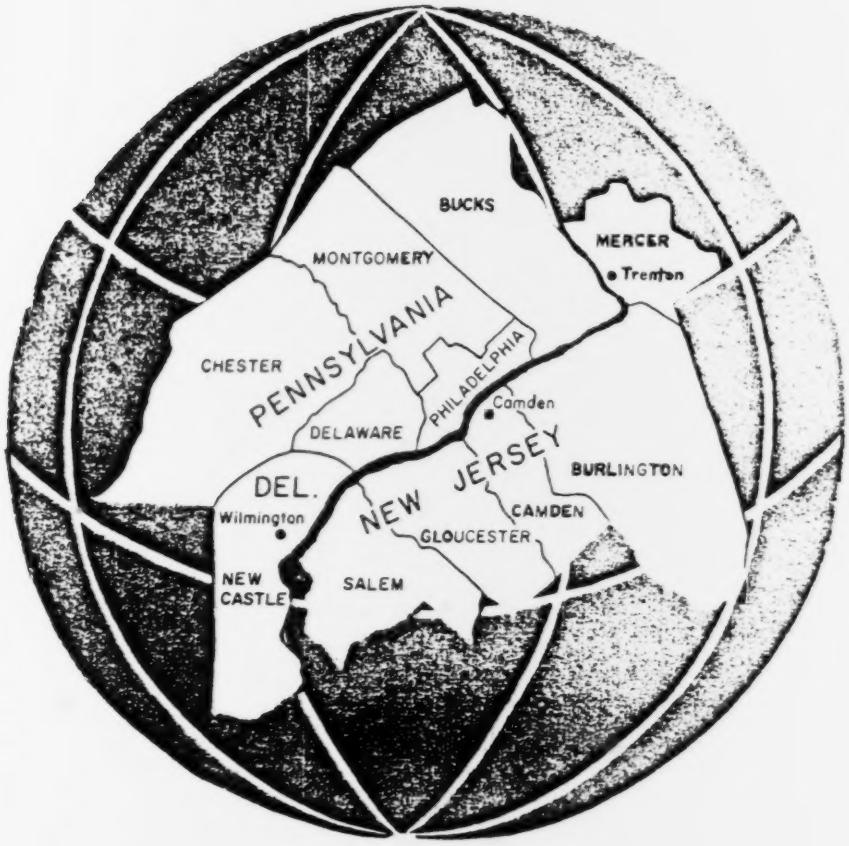
Introduction to Translating

Seminars (2)

The Business-French major is required to take all of the above courses and for both programs the courses Contemporary France, Contemporary French-speaking World, or Introduction to Computing or Word-Processing are recommended. All Business-French majors are required to do continuous independent work in the language laboratory to reinforce basic language skills. All courses above the Intermediate level are conducted entirely in French.

APPENDIX B

THE DELAWARE VALLEY



HOLY FAMILY COLLEGE
TORRESDALE PHILADELPHIA 19114
PENNSYLVANIA

TELEPHONE-AREA CODE 215
NEPTUNE 7-7700

The Delaware Valley area has been in the continuous process of emerging as an international area, (in particular, the city of Philadelphia) since its founding. Settled by foreigners of dissenting religious and political views, Philadelphia grew assisted by the midwifery of English law, traditions, and economic ties. The intensive efforts of State and City Development Boards, local chambers of commerce and individual businessmen could pay dividend in forms of increased employment and higher incomes because of international trade or other import-export transactions.

In order to transact business with non-English speaking people, one must require not only business skills, but communication skills as well. Specifically, we should understand their language. With this idea in mind, the French Department of Holy Family College has designed an interdisciplinary curriculum for a new degree in Business-French (combining Business Administration and French). We, at the College are interested in developing an internship program to complete the new degree and to provide an experiential learning component for our students. We need your support in order to bring its implementation to fruition.

Will you please take a few minutes to complete the enclosed questionnaire and return it at your earliest convenience. Enclosed is a self-addressed stamped envelope. Thank you in advance for your cooperation. We hope to hear from you soon.

Sincerely,

Sister M. Frances Veitz CSFN, Ed.D
French Department

HOLY FAMILY COLLEGE

SURVEY OF EMPLOYMENT NEEDS, EXPECTATIONS AND INTERNSHIP OPPORTUNITIES FOR BILINGUAL POSITIONS IN INTERNATIONAL BUSINESS, GOVERNMENT AGENCIES OR OTHER ORGANIZATIONS WITH BILINGUAL (French/English) REQUIREMENTS.

1. In which of the following countries does your firm do business? (Check one or more).

   a. France ____; b. Canada ____; c. Belgium ____; d. Switzerland ____;
   e. French-speaking Africa ____; f. Luxembourg ____; g. other francophone country or territory (Specify) _____

2. In which county of the Delaware Valley are your located: a. Bucks ____;
   b. Montgomery ____; c. Chester ____; d. Delaware ____; e. Philadelphia ____;
   f. Mercer ____; g. Burlington ____; h. Camden ____; i. Gloucester ____;
   j. Salem ____; k. New Castle ____.

3. In each of the following, please check the ONE which best describes your firm:

   a. Manufacturing (not auto) ___; b. Auto ___; c. Wholesale/Retail ___;
   d. Finance/Banking ___; e. Transportation ___; f. Government ___;
   g. Tourism ___; h. Other (Specify) _____

4. In what type of foreign activity is your organization involved:

   a. Primarily export ___; b. Primarily import ___; c. Import-export ___;
   d. Freight forwarder ___; e. Finance-monetary ___; f. Government ___;
   g. Tourism ___; h. Other (Specify) _____

5. How many employees do you have in the U.S.?

   a. Under 100 ___; b. 101-500 ___; c. 501-999 ___; d. 1000 and over ___.

6. Do you hire employees who must be able to read, write, speak and/or understand French? a. Yes ___; b. No ___.

7. Do you currently have one or more openings for which some level of language proficiency in French is required?

   a. Yes ___; b. No ___.

8. In your opinion, will there be such openings within the next few years?

   a. Yes ___; b. No ___.

9. If you do have such openings, would you be willing to provide training and supervision for a student intern?

   a Yes ___; b. No ___

10. If you are willing to accept a student intern, or when hiring for a bilingual position, which is generally preferred?

    a. First language French ___; b. First language English ___; c. Makes no difference ___.

11. In which of the following areas would bilingual employees in your firm most likely be employed? (Check one or more).

    a. Administrative services ___; b. Marketing ___; c. Finance ___; d. Accounting __; e. Shipping and transportation ___; f. Data processing ___; g. Laws and regulations ___; h. Management trainee ___; i. Secretarial/Clerical ___; j. Other (Specify) _)_____ k. Question does not apply ___.

12. How does question no. 11 apply if hiring for a branch of the local or federal government ?

    _____

    _____

    _____

13. How does question no. 11 apply if hiring for organizations involved in tourism or foreign visitors or students from France or francophone countries?

    _____

    _____

    _____

14. If accepting a student intern or hiring a recent college graduate as a bilingual employee, at what levels would that person most likely be initially employed? (Check one or more).

    a. Secretarial/Clerical ___; b. Management trainee__; c. Supervisory management___; d. Staff specialist ___; e. Other (Specify) _____

    _____

15. How frequently are American employees assigned to represent your firm in an enviornment where it is necessary to speak, read or write in French?

    a. often ___; b. occasionally ___; seldom ___; d. never ___.

16. When speaking, writing, or reading in the French language, what is the level of proficiency desired? (Proficiencies have been identified according to the ratings of the U.S. Foreign Service Institute. Check one).

    a. Elementary Proficiency ___ Able to satisfy routine travel needs and minimum courtesy requirements; can read simplest connected written material, authentic or especially prepared for testing.

b. Limited Working Proficiency ___ Able to satisfy routine social demands and limited work requirements; can read authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context.

c. Professional Proficiency ___ Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics; able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her own special field.

d. Distinguished Proficiency ___Able to use the language fluently and accurately on all levels normally pertinent to professional needs; able to read all styles and forms of the language pertinent to professional needs.

e. Native or Bilingual Proficiency ___ Speaking proficiency equivalent to that of an educated native speaker; reading proficiency equivalent to that of an educated native.

17. In which areas are skills in the French language most needed? Check all those which are appropriate.

a. Reading technical documents ___; b. Speaking technical language ___; c. Translating letters and documents ___; d. Interpreting spoken language ___; e. Handling telephone or telex communications ___; f. conversing with foreign representatives ___; g. Interacting verbally with tourists or French citizens ___; h. Other (Specify) _____

_____

18. How important is preparation in business administration for a student intern or future bilingual employee?

a. Very important ___; b. Somewhat important ___; c. Not important ___.

19. Official certification examinations are available in French for translators and interpreters; in addition, a proficiency examination in business and economic aspects of the French language is also available. To what extent, if any, are such certificates important in hiring new employees?

a. Very important ___; b. Important ___; c. Not important ___.

If you have answered yes to question 9, please continue below, otherwise, final directives appear at the end of this questionnaire.

21. Will any compensation be provided for the student's work?

a. Yes ___; b. No ___; c. Other _____

_____

22. Is the intern's supervisor willing to give an evaluation of the student's performance both in writing and in person?

a. Yes ___; b. No ___.

23. Will the Coordinator of the Internship Program at Holy Family College or other faculty member be permitted on-site visitations?

    a. Yes ___; b. No ___.

Thank you for the time you have taken to answer this questionnaire. Upon completion, please return in the self-addressed stamped envelope within two weeks of receipt.

EMPLOYER'S EVALUATION FORM OF INTERN STUDENT

Name _____

Class _____

Work Period _____

Assignment _____

Employer _____

Instructions: The immediate supervisor will evaluate the student objectively, comparing him/her with other students of comparable academic background or with individual standards.

RELATION WITH OTHERS:

__Exceptionally well accepted
__Works well with others
__Gets along satisfactorily
__Has some difficulty working with others
__Works very poorly with others

JUDGMENT:

__Exceptionally mature
__Above average in making decisions
__Usually makes the right decision
__Often uses poor judgment
__Consistently uses bad judgment

ABILITY TO LEARN:

__Learns very quickly
__Learns readily
__Average in learning
__Rather slow to learn
__Very slow to learn

ATTENDANCE:

__Regular
__Irregular

ATTITUDE-APPLICATION TO WORK:

__Outstanding in enthusiasm
__Very interested and industrious
__Average in diligence and interest
__Somewhat indifferent
__Definitely not interested

DEPENDABILITY:

__Completely dependable
__Above average in dependability
__Usually average in dependability
__Sometimes neglectful or careless
__Unreliable

QUALITY OF WORK:

__Excellent
__Very good
__Average
__Below Average
__Very poor

PUNCTUALITY:

__Regular
__Irregular

OVER-ALL PERFORMANCE: __Outstanding __Very Good __Above average

__Below average __Marginal __Unsatisfactory. What traits may help or hinder the student's advancement? (Use other side if necessary).

ERIC Clearinghouse for Junior Colleges